

Ocoee Elementary

400 S LAKEWOOD AVE, Ocoee, FL 34761

www.ocps.net/lc/west/eoo

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	67%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

During pre-planning, emphasis is placed on developing strong relationships with students; teachers are given strategies for effective communication with parents and building relationships with students. The use of Kagan strategies promotes class-building and team-building within classrooms and grade levels. There is a school-wide focus on connecting with families and community through Facebook, the school website, Connect Orange phone messages, newsletters, student planners and sunshine phone calls.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Students are guided to internalize the Cardinal Code - Safe, Responsible, Respectful & Kind. It is embedded in the school-wide discipline plan and is visible as part of all classroom management plans. It is reiterated on morning announcements and in conversations with students. In addition, students are guided to apply this code to all aspects of their day from classroom behaviors to common area safety (lunchroom, hallways, media center).

Expectations for student interaction are clearly communicated and any unsafe or disrespectful behavior is addressed immediately. Positive consequences are implemented as students are recognized for displaying model behavior based on the Cardinal Code. As students arrive to school before the bell, they wait outside classrooms where they interact with adults who deliberately provide a safe and respectful environment through encouragement and reinforcement of social and academic skills. All areas of the school campus are monitored by staff during arrival and dismissal to ensure that safe practices and appropriate behavior is exhibited at all times.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school-wide behavior plan is called the Cardinal Code. Students know and are able to articulate the Code: Ocoee students are safe, responsible, respectful and kind. All rules and procedures are built around these tenants: classroom, cafeteria, hallway, and special areas. Teachers and staff members are able to monitor behavior according to the code and positive and negative points are provided through the school-wide use of Class Dojo. Parents are informed of the behavior expectations and are provided feedback via the online behavior management and communication system within Class Dojo.

A system is in place for intervention with more challenging behaviors. Being a cluster site for students

with Autism Spectrum Disorders (ASD), there are students on individualized behavior plans. A communication system is in place for teachers to call for assistance from school administration or the Behavior Specialist depending on student need.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school Guidance Counselor provides a comprehensive guidance program that includes classroom guidance lessons, small groups based on identified needs such as grief, divorce/separation, social skills, coping skills, and referrals to outside agencies to address specific student needs. Mentors are provided for students who need additional support. All teachers have been trained in Kagan structures for class building and team building, which they employ on a regular basis. In the mornings, Junior Additions from the neighboring middle school volunteer in classrooms supporting teachers and students. Students are encouraged to be involved in activities beyond the classroom such as chess club, student government, math olympiad, Battle of the books, Girls on the Run and Boys on Track.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Child study teams, coaches, administration and teachers collaborate to discuss every child in every class via data and observations. Potential issues are noted and addressed early as indicators appear at each conference. These conferences occur with each teacher every 6-8 weeks. Indicators include, but are not limited to: attendance, behavior (including suspensions), failing grades on classroom assessments that may lead to course failure, and low scores on school, district and standardized tests.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	20	12	11	12	7	8	70
One or more suspensions	0	0	1	1	1	1	4
Course failure in ELA or Math	0	0	11	26	29	44	110
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	31	48	45	74	62	47	307

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Child study meetings with each teacher serve as an early warning system to avoid or address student difficulties. These child study meetings include data analysis so that we may identify student academic needs. Each teacher meets with the child study team to discuss academic progress, social and behavioral needs. Students in subgroups are monitored closely; specifically those within the ELL and SWD subgroups. Academic needs are then addressed through the MTSS process. Students are identified for Tier II intervention through frequent formative assessments. Teachers work together in teams to address these needs through a 30 minute daily intervention block. Progress is monitored biweekly with the MTSS team that includes the staffing specialist, the MTSS coach, the school psychologist, and various academic team members. Students who are not progressing toward grade level expectations at an appropriate rate receive additional Tier III intervention that is deliberate, explicit and monitored weekly. Additionally, students identified through data analysis receive tutoring after school in reading and math. Students whose attendance falls below 90% are discussed during Child Study Team meetings and families are placed on a contract. As a result of the discussion, additional strategies and support may be provided, including social worker involvement or other outside agencies.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/186640>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Community involvement is expected to increase. An active PTA Board has hosted parent meetings and planned a variety of activities to gain support for PTA among the parent population. All staff members are encouraged to join PTA with members posting "I am a Proud PTA member" sign on their doors. Additionally, the PTA Board has taken on the role of Partner in Education coordinator, meeting with local businesses to build partnerships. A scavenger hunt was created for parents during our Meet the Teacher event. High school volunteers will take part in after school tutoring with children in need of mentors and reading partners, as well as attend Open House for the purpose of translating for Spanish speaking parents. Additionally, to promote college and career readiness, relationships with local businesses and schools will expose students to the community workforce. Field trips to the local blueberry farm, fire department, City Hall, and Westside Tech will provide students with opportunities to explore careers available in our community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Concepcion, Sarah	Principal
Dawkins, Machael	Assistant Principal
Garner, Cheryl	Instructional Coach
Brzakala, Lisa	Other
Sabat, Jennifer	Instructional Coach
Singh, Kiran	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

*Sarah Concepcion, Principal

Provides vision and direction for the team as well as communicating school-wide goals. Communicate expectations for instruction in core subjects.

*Machael Dawkins, Assistant Principal

Supports the school's vision and team with implementation of the plan. Assist with communication of expectations for instruction in core subjects.

*Cheryl Garner, Reading Coach

Supports implementation of the 90 minute reading block. Provides professional development for research-based instructional practices. Develops school-wide intervention plan with grade level teams. Guides teachers with collaborative team planning of instruction and assessments with ELA. Guides child study meetings.

*Kiran Singh, Math Coach

Supports implementation of the 60 minute math block. Provides professional development for research-based instructional practices. Develops school-wide intervention plan with grade level teams. Guides teachers with collaborative team planning of instruction and assessments with Math. Participates in child study meetings..

*Jennifer Sabat, Instructional Coach

Supports implementation of effective instructional strategies by observing, providing feedback to and coaching teachers. Gathers and analyzes data to build school-wide effectiveness. Assists and coaches teachers with analysis of data to determine needs and effectiveness of current practices in order to plan for instruction, intervention and enrichment. Coordinates assessment administration.

*Lisa Brzakala, Guidance Counselor

Monitors student attendance and implements strategies to decrease absenteeism and tardiness. Creates and facilitates community partnerships. Implements a comprehensive guidance program.

*Chantal Madhoo, School Psychologist

Participates in the analysis of student data. Collaborates with team members to determine need to continue current intervention plan or administer further evaluation.

The team members provide feedback and recommendations to the principal based on their instructional area (guidance, behavior, curriculum, etc.). This information, along with feedback from grade level team leaders and test scores provide the basis of our SIP. Data is reviewed, recommendations for intervention are discussed and team members assist in writing plans for implementation. Team members monitor progress of the plan by reviewing various data (previous FCAT scores, common assessments, behavior charts, anecdotal evidence, etc.). Parent input is sought and included. Additional personnel such as a social worker and parent advocate are invited, as appropriate.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School-wide team members meet to discuss student progress. Current school-wide data is reviewed by leadership team to determine trends/need for school-wide adjustments of instruction or to determine next steps. Members, according to their role, review data to determine strategies to be used, time frame, and any changes that need to be implemented. The MTSS process assists us in our attempts to decrease the disproportionate classification of students in Special Education, by providing early intervention and adjustment to instruction to improve student success.

Federal funding is used to provide funding for personnel as follows: Title Funds are utilized to provide Instructional Coaches in the areas of literacy, math and science to support teacher growth and student achievement. Title I funds offer our students free or reduced cost field trip opportunities to local history, art and science museums, theaters and cultural performances. Federal funding is also used to provide professional development focused on improved mathematics instruction, use of Kagan Strategies for student involvement, technology integration and improved reading instruction through the use of assessment, data collection, differentiation, small group instruction and monitoring. SAI funds are used to provide reading materials, intervention and tutoring for struggling students. Parent Involvement funds support activities which include Meet Your Teacher, Open House, monthly curriculum meetings with a different academic focus and fine arts focus, SAC/PTA/PLC meetings, multicultural celebration, school spirit nights at various Partner In Education (PIE) businesses, Spring Fling, movie nights, book fairs, and survey/feedback opportunities. In addition, Federal Funds support our VPK program and kindergarten readiness. District support personnel provide resources and expertise. Through Title I funds, our VPK and K students are provided with 3 literacy focused opportunities from the Michelee Puppets to help students learn essential pre-reading skills. Our Homeless liaison, guidance counselor and social workers work closely with the district department to ensure that we are aware of and are able to offer resources to all our qualifying families. We have established a collaborative relationship with a local church to provide food items on a weekly basis to families in need. Shoes for needy students are also provided. The guidance counselor provides whole group and small group lessons promoting non-violence. The Behavior Leadership Team guides us in the implementation of our school-wide behavior plan which is based on our Cardinal Code of being Safe, Responsible, Respectful and Kind. Classroom teachers implement class rules and procedures based on the code. Special Area teachers address the whole school by grade level the first 2 days of school to promote and establish the guidelines and expectations. The cafeteria personnel promote healthy eating by providing information to families/students. Newsletters and website are used to promote a healthy lifestyle. The PE teacher is our wellness representative and serves on our Healthy School Team along with our Nurse and Guidance Counselor.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sarah Concepcion	Principal
Jordana Grudzinski	Parent
Nattie Hatch	Parent
Paul Janvier	Education Support Employee
Jacqueline Metiff	Teacher
Erin Murray	Teacher
Consolacion Lopez	Parent
Nicole Vega	Parent
Marianne Mcdonald	Parent
Deidre City	Parent
Christian Fisher	Parent
Kim Driver	Parent
Marianne Fortin	Parent
Alpa Thakkar	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC members review last year's plan to discuss the goals that were accomplished, as well as the need to continue with ongoing or unmet goals. SAC members discuss program successes and parent involvement activities that were especially beneficial for Ocoee families.

Development of this school improvement plan

The SAC members reviewed results of the Needs Assessment (School Effectiveness Survey) to make recommendations for the upcoming year. SAC members focused on student achievement data. They also assisted in the monitoring strategies that were implemented throughout the year.

Preparation of the school's annual budget and plan

SAC members discuss continued allocation of funds for intervention programs, reading materials, hands-on math and science materials, and adequate support for professional development for teachers.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The SAC will meet in October and the SAC rosters are expected to be available by the district to ensure we have the correct representation at the meetings.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Concepcion, Sarah	Principal
Dawkins, Machael	Assistant Principal
Oudit, Rohani	Teacher, K-12
Hardie, Lisa	Teacher, K-12
Garner, Cheryl	Instructional Coach
Pieser, Margaret	Teacher, K-12
Turner, Isabel	Instructional Media
Comstock, Amanda	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team supports reading and writing across content areas to increase student achievement with more complex text. Multiple opportunities for professional development will be made available through district and school resources. Teachers will attend training through FDLRS in explicit reading and writing instruction. Additional professional development will result from data focused on student need. There will be a focus on strengthening small group instruction that is differentiated and targeted. As the year progresses, the LLT will determine professional development in the area of integrating technology based on student data and state standardized assessments. A series of workshops will emphasize effective core instruction within the 90 minute reading block with assurance of tier 2 and tier 3 interventions to meet the needs of struggling readers.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaborative planning time for each grade level is provided daily. All team leaders attended a one day professional development with the leadership team on the PLC process to provide them with tools for leading collaborative planning. Before the school year began, teachers were provided a paid professional development day to work collaboratively to develop unit plans for the first nine weeks of school. Team leaders will meet monthly with the principal, as a group and individually, to discuss team progress with the PLC process.

Supportive structures and strategies will be shared throughout the year to maintain and further strengthen teams.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Administrators review resumes and applications for highly qualified candidates. The principal conducts extensive reference checks on each candidate. Administration and instructional coaches provide mentors and training opportunities throughout the school year. The leadership team provides feedback and opportunities to collaborate with others and utilize or develop leadership skills.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school's instructional coach works with administration to pair new/beginning teachers with experienced teachers with similar grade level or subject area experience who have completed Clinical Educator training and meet district qualifications to be mentors. The school coach attends quarterly instructional coach workshops and will take the OCPS online Coaching and Mentoring class this year. Information learned at these sessions will be shared with the mentoring groups at monthly meetings and via email. The instructional coach has an "open door" policy and is available at any time to answer questions, provide guidance, support or materials as needed to guide teachers toward success. Coaches and mentors conduct teacher observations in order to provide support, guidance and feedback. Mentors orient and share school and district information and resources, assist with curriculum planning, activities and school-wide initiatives to grade level teams. In addition, the mentors and coach assist teachers with the completion of the beginning teacher portfolio process.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data from formative assessments is reviewed and analyzed to determine the number of students who are above, at or below expectations for proficiency of the Florida Standards. Grade level teachers form intervention or enrichment groups according to the data. Groups are fluid and monitored for growth. Changes are made according to progress and mastery. Each student is assessed in reading using the Fountas & Pinnell Reading Benchmark Assessment and the Core Phonics Assessment. Data is used to form guided reading groups in which students practice reading strategies at their level so that they may move rapidly to gain grade level reading. In math, students receive small group instruction a minimum of three days per week to address individual strengths and weaknesses as determined by formative assessments. Time is allotted daily for tier II and III intervention and enrichment. After school tutoring, Saturday and summer school is also provided to meet the needs of students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,500

After school and before school tutoring is provided for students receiving tier II and III interventions and/or a score of level 1 or 2 on the 2014 FCAT; 2015 FSA results are not available at this time. This tutoring provides intervention on targeted skills to strengthen the foundational reading skills of the students. School-based assessments are used to determine individual needs. Students are monitored through a baseline and final assessment to determine if they have mastered the targeted skills required for grade level mastery.

Strategy Rationale

Student data revealed that student reading is below proficiency. Therefore, these students have been invited to before/after school tutoring and/or Saturday school.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Concepcion, Sarah, sarah.concepcion@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance sheets, lesson plans and progress monitoring data will be collected, such as Fountas and Pinnell reading levels, MAP, Science Benchmark and formative assessments will be analyzed to determine effectiveness for enrolled students.

Strategy: Extended School Day

Minutes added to school year: 1,500

Math Olympiad, a program that focuses on the development of critical thinking skills, will be offered for students who scored a level 4 or 5 on the 2014 FCAT (2015 FSA results are not available) and formative assessments. Students will participate as a team and represent the school in the district competition.

Strategy Rationale

Students will be offered enrichment activities in math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Singh, Kiran, singh.kiran@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FSA data and formative assessment data will be analyzed to determine the effectiveness of the program.

Strategy: Extended School Day

Minutes added to school year: 4,500

Extended Media Center hours are offered 3 times each week to students to either work on homework or book club activities.

Strategy Rationale

Based on report card data and teacher feedback, there is a need for structured homework time for our students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Singh, Kiran, singh.kiran@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formative assessments and FSA will be analyzed to determine effectiveness for students in attendance.

Strategy: Extended School Day

Minutes added to school year: 1,500

Students are motivated to read through programs such as Sunshine State Readers, MyON, Accelerated Reader (AR) and Pebble Go.

Strategy Rationale

Students respond to school-based incentives and develop a desire to read a variety of fiction and non-fiction text.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Turner, Isabel, isabel.turner@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data from AR and MyOn and student evidence will be used to determine the effectiveness of this strategy.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

VPK instruction focuses on kindergarten readiness standards in the areas of Physical Development, Social and Emotional Development, Language, Communication, Emergent Literacy, Cognitive Development and General Knowledge. A safe, welcoming, and culturally aware environment has been created. The VPK teacher and paraprofessional communicate frequently with parents. Capacity building family literacy events (Michelee Puppets) are held 3 times a year. Orientation for parents transitioning from VPK to Kindergarten occurs before school starts and during Meet the Teacher/Visit Your New Classroom Event. The VPK teacher is part of the kindergarten PLC. VPK parents receive recorded phone messages from the principal and are invited to all school-wide events. 5th grade students visit the feeder pattern middle school and one selected high school during the latter part of the school year. The selected high school offers a feeder pattern school night for students to attend for free.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Ocoee ES implements several strategies to advance college and career awareness. All faculty members display their college or university alma mater on their door. Students and staff are encouraged to wear college paraphernalia once a month on Fridays. Students use academic journals to take 2-3 column notes and record their learning. We are implementing "Project Lead the Way" in order to expose students to the engineering and design process and careers in the engineering field. Fifth grade students have the opportunity to participate in the Gardening & Nutrition program sponsored by the University of Florida Extension Program. We will host an annual Teach-In event to provide additional exposure to a variety of careers.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Ocoee ES incorporates non-fiction text to teach students about the world around them, support critical thinking skills and drawing conclusions.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Ocoee ES participates in the OCPS Teach-In Program, a yearly career day to expose students to various careers. Ocoee ES also participates in STEM lab activities throughout the science classes.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will collaborate to produce lesson plans that are standards-based and implement formative assessment to drive instruction and increase student achievement (Division Priority: Accelerate Student Performance).

- G2.** Teachers will gain competence in rigorous, standards based instruction and implement the Instructional Framework across all content areas (Division Priority: Invest in Human Capital).

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will collaborate to produce lesson plans that are standards-based and implement formative assessment to drive instruction and increase student achievement (Division Priority: Accelerate Student Performance). 1a

G072903

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	73.0
AMO Reading - All Students	73.0
FCAT 2.0 Science Proficiency	58.0

Resources Available to Support the Goal 2

- IMS
- Instructional Coaches
- CPalms
- District Professional Development

Targeted Barriers to Achieving the Goal 3

- Teachers need additional training with the creation of evidence-based scales and rigorous lesson plans aligned to the standards.

Plan to Monitor Progress Toward G1. 8

i-Observation data and feedback to teachers and student formative and summative data

Person Responsible

Sarah Concepcion

Schedule

Every 3 Weeks, from 9/8/2015 to 6/8/2016

Evidence of Completion

i-Observation data by teacher, by elements and by ratings and formative and summative school, district and state data

G2. Teachers will gain competence in rigorous, standards based instruction and implement the Instructional Framework across all content areas (Division Priority: Invest in Human Capital). 1a

G072904

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Reading - ED	68.0
AMO Reading - ELL	64.0
AMO Math - All Students	73.0
AMO Math - ED	69.0
AMO Math - ELL	68.0
FCAT 2.0 Science Proficiency	58.0

Resources Available to Support the Goal 2

- Journeys Reading Program
- Fountas & Pinnell A-Z Leveled Reading Library
- Nonfiction Text Scholastic Guided Reading Library, AVID (Weekly Grades 4-5)
- Thinking Maps
- Marzano Teaching Strategies (Design Questions 1-9)
- Accelerated Reading Program (Motivational Reading Program Grades 2-5)
- Reading A-Z (Website)
- MyOn (K-5) Reading Program
- IMS Common Core Resources
- Phonics First
- GoMath Math textbook
- Math Manipulatives
- Hands-On Standards books
- AIMS books
- School Math Coach
- School Literacy Coach
- Nonfiction Books and Materials
- MyOn Web-based Reading Materials
- Science Boot Camp
- School Science Coach
- District Math Coach
- District Reading Coach
- District Marzano Coach
- iready computer based intervention

- Fountas & Pinnell LLI Kit
- District ESE Coach

Targeted Barriers to Achieving the Goal 3

- Teachers need to increase their knowledge on effectively deconstructing the standard to create rigorous tasks and activities.

Plan to Monitor Progress Toward G2. 8

i-Observation data, formative and summative data and lesson plan reviews

Person Responsible

Sarah Concepcion

Schedule

Monthly, from 9/1/2015 to 6/8/2016

Evidence of Completion

i-Observation reports, formative and summative school, district and state data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will collaborate to produce lesson plans that are standards-based and implement formative assessment to drive instruction and increase student achievement (Division Priority: Accelerate Student Performance). **1**

 G072903

G1.B1 Teachers need additional training with the creation of evidence-based scales and rigorous lesson plans aligned to the standards. **2**

 B190340

G1.B1.S1 The principal, AP and school-based coaches in collaboration with district experts, will design and implement a series of PD sessions to assure that teachers understand standards-based instruction and effective use of the Instructional Framework when planning and delivering lessons. **4**

 S201733

Strategy Rationale

The collaboration of district and school based instructional leaders will ensure a consistent message, common language and a strong monitoring component.

Action Step 1 **5**

Principal will consult with district expert and schedule workshops for the week before school starts and bimonthly follow up.

Person Responsible

Sarah Concepcion

Schedule

Every 2 Months, from 8/21/2015 to 5/2/2016

Evidence of Completion

Sign in sheets, exit slips.

Action Step 2 5

Professional development will be provided on artifacts that are aligned with evidence based learning goals and scales.

Person Responsible

Sarah Concepcion

Schedule

Quarterly, from 9/14/2015 to 6/8/2016

Evidence of Completion

Sign in sheets and agenda

Action Step 3 5

Needs assessment will be conducted and based on the feedback from the assessment, differentiated PD will be provided to those identified teachers.

Person Responsible

Machael Dawkins

Schedule

Monthly, from 9/28/2015 to 6/8/2016

Evidence of Completion

Needs assessment results and PLC notes

Action Step 4 5

Teachers will have the opportunity to conduct peer observations for those teachers who have strong evidence based learning goals and scales and artifacts that align to both.

Person Responsible

Sarah Concepcion

Schedule

Weekly, from 10/5/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Professional development will be provided with additional support to those struggling teachers who are having difficulty implementing evidence based learning goals and scales.

Person Responsible

Sarah Concepcion

Schedule

Quarterly, from 9/29/2015 to 6/8/2016

Evidence of Completion

Sign-in sheets, agenda, i-Observation data and feedback and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The leadership team will conduct i-Observations and provide teachers with feedback on evidence based learning goals and scales. Lesson plans will be reviewed to ensure the artifacts are aligned with the standard.

Person Responsible

Sarah Concepcion

Schedule

Weekly, from 10/5/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers and lesson plan reviews

G2. Teachers will gain competence in rigorous, standards based instruction and implement the Instructional Framework across all content areas (Division Priority: Invest in Human Capital). 1

G072904

G2.B1 Teachers need to increase their knowledge on effectively deconstructing the standard to create rigorous tasks and activities. 2

B190343

G2.B1.S2 Utilize i-Observation data to plan professional development for teachers in the area of standards-based instruction. 4

S201738

Strategy Rationale

By using classroom observation data, we can be strategic in developing professional development that will impact student achievement.

Action Step 1 5

Conduct observations in each classroom and provide actionable feedback to teachers on standards based instruction.

Person Responsible

Sarah Concepcion

Schedule

Weekly, from 9/8/2015 to 5/30/2016

Evidence of Completion

iobservation data

Action Step 2 5

Meet with leadership team to discuss data collected and feedback provided to teachers.

Person Responsible

Sarah Concepcion

Schedule

Weekly, from 9/28/2015 to 4/29/2016

Evidence of Completion

i-Observation data, leadership team agendas and notes

Action Step 3 5

Implement a monthly monitoring plan; leadership team to walk, collaborate, calibrate, and quantify.

Person Responsible

Sarah Concepcion

Schedule

Every 3 Weeks, from 9/30/2015 to 4/29/2016

Evidence of Completion

1 observation data/feedback, lesson plans, monitoring plan

Action Step 4 5

Provide teachers with opportunities to participate in peer observations and reflect on instructional practices, with follow-up coaching support.

Person Responsible

Sarah Concepcion

Schedule

Weekly, from 10/5/2015 to 6/8/2016

Evidence of Completion

peer observation schedule and peer reflection logs

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Observations will be conducted in classrooms and the data collected will be used to plan future professional development on rigorous standards based lessons and activities.

Person Responsible

Sarah Concepcion

Schedule

Every 3 Weeks, from 9/8/2015 to 6/8/2016

Evidence of Completion

i-Observation reports will be pulled and reviewed to identify frequency of element use, patterns, and gaps. Lesson plans will be reviewed for standards based activities.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Through i-Observation data and feedback to teachers and lesson plan reviews, activities will be aligned to the standard and lessons will be taught aligned to the standard.

Person Responsible

Sarah Concepcion

Schedule

Weekly, from 10/5/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers, lesson plan review and formative and summative data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Principal will consult with district expert and schedule workshops for the week before school starts and bimonthly follow up.	Concepcion, Sarah	8/21/2015	Sign in sheets, exit slips.	5/2/2016 every-2-months
G2.B1.S2.A1	Conduct observations in each classroom and provide actionable feedback to teachers on standards based instruction.	Concepcion, Sarah	9/8/2015	iobservation data	5/30/2016 weekly
G1.B1.S1.A2	Professional development will be provided on artifacts that are aligned with evidence based learning goals and scales.	Concepcion, Sarah	9/14/2015	Sign in sheets and agenda	6/8/2016 quarterly
G2.B1.S2.A2	Meet with leadership team to discuss data collected and feedback provided to teachers.	Concepcion, Sarah	9/28/2015	i-Observation data, leadership team agendas and notes	4/29/2016 weekly
G1.B1.S1.A3	Needs assessment will be conducted and based on the feedback from the assessment, differentiated PD will be provided to those identified teachers.	Dawkins, Machael	9/28/2015	Needs assessment results and PLC notes	6/8/2016 monthly
G2.B1.S2.A3	Implement a monthly monitoring plan; leadership team to walk, collaborate, calibrate, and quantify.	Concepcion, Sarah	9/30/2015	I observation data/feedback, lesson plans, monitoring plan	4/29/2016 every-3-weeks
G1.B1.S1.A4	Teachers will have the opportunity to conduct peer observations for those teachers who have strong evidence based learning goals and scales and artifacts that align to both.	Concepcion, Sarah	10/5/2015	i-Observation data and feedback to teachers	6/8/2016 weekly
G2.B1.S2.A4	Provide teachers with opportunities to participate in peer observations and reflect on instructional practices, with follow-up coaching support.	Concepcion, Sarah	10/5/2015	peer observation schedule and peer reflection logs	6/8/2016 weekly
G1.MA1	i-Observation data and feedback to teachers and student formative and summative data	Concepcion, Sarah	9/8/2015	i-Observation data by teacher, by elements and by ratings and formative and summative school, district and state data	6/8/2016 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	The leadership team will conduct i-Observations and provide teachers with feedback on evidence based learning goals and scales. Lesson plans will be reviewed to ensure the artifacts are aligned with the standard.	Concepcion, Sarah	10/5/2015	i-Observation data and feedback to teachers and lesson plan reviews	6/8/2016 weekly
G1.B1.S1.MA1	Professional development will be provided with additional support to those struggling teachers who are having difficulty implementing evidence based learning goals and scales.	Concepcion, Sarah	9/29/2015	Sign-in sheets, agenda, i-Observation data and feedback and lesson plans	6/8/2016 quarterly
G2.MA1	i-Observation data, formative and summative data and lesson plan reviews	Concepcion, Sarah	9/1/2015	i-Observation reports, formative and summative school, district and state data	6/8/2016 monthly
G2.B1.S2.MA1	Through i-Observation data and feedback to teachers and lesson plan reviews, activities will be aligned to the standard and lessons will be taught aligned to the standard.	Concepcion, Sarah	10/5/2015	i-Observation data and feedback to teachers, lesson plan review and formative and summative data	6/8/2016 weekly
G2.B1.S2.MA1	Observations will be conducted in classrooms and the data collected will be used to plan future professional development on rigorous standards based lessons and activities.	Concepcion, Sarah	9/8/2015	i-Observation reports will be pulled and reviewed to identify frequency of element use, patterns, and gaps. Lesson plans will be reviewed for standards based activities.	6/8/2016 every-3-weeks

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will collaborate to produce lesson plans that are standards-based and implement formative assessment to drive instruction and increase student achievement (Division Priority: Accelerate Student Performance).

G1.B1 Teachers need additional training with the creation of evidence-based scales and rigorous lesson plans aligned to the standards.

G1.B1.S1 The principal, AP and school-based coaches in collaboration with district experts, will design and implement a series of PD sessions to assure that teachers understand standards-based instruction and effective use of the Instructional Framework when planning and delivering lessons.

PD Opportunity 1

Principal will consult with district expert and schedule workshops for the week before school starts and bimonthly follow up.

Facilitator

Tracy Ocasio, District Professional Development Services Dept.

Participants

Classroom teachers

Schedule

Every 2 Months, from 8/21/2015 to 5/2/2016

PD Opportunity 2

Professional development will be provided on artifacts that are aligned with evidence based learning goals and scales.

Facilitator

Tracy Ocasio and principal

Participants

Classroom teachers

Schedule

Quarterly, from 9/14/2015 to 6/8/2016

PD Opportunity 3

Needs assessment will be conducted and based on the feedback from the assessment, differentiated PD will be provided to those identified teachers.

Facilitator

Tracy Ocasio

Participants

Identified classroom teachers

Schedule

Monthly, from 9/28/2015 to 6/8/2016

Budget

Budget Data

1	G1.B1.S1.A1	Principal will consult with district expert and schedule workshops for the week before school starts and bimonthly follow up.	\$0.00
2	G1.B1.S1.A2	Professional development will be provided on artifacts that are aligned with evidence based learning goals and scales.	\$0.00
3	G1.B1.S1.A3	Needs assessment will be conducted and based on the feedback from the assessment, differentiated PD will be provided to those identified teachers.	\$0.00
4	G1.B1.S1.A4	Teachers will have the opportunity to conduct peer observations for those teachers who have strong evidence based learning goals and scales and artifacts that align to both.	\$0.00
5	G2.B1.S2.A1	Conduct observations in each classroom and provide actionable feedback to teachers on standards based instruction.	\$193,617.00

Function	Object	Budget Focus	Funding Source	FTE	2015-16
	130-Other Certified Instructional Personnel	1531 - Ocoee Elementary	Title I Part A		\$193,617.00

Notes: Instructional Coaches to support teacher growth and student achievement.

6	G2.B1.S2.A2	Meet with leadership team to discuss data collected and feedback provided to teachers.	\$0.00
7	G2.B1.S2.A3	Implement a monthly monitoring plan; leadership team to walk, collaborate, calibrate, and quantify.	\$500.00

Function	Object	Budget Focus	Funding Source	FTE	2015-16
		1531 - Ocoee Elementary	General Fund		\$500.00

Notes: Binders, colored paper, tabs, paper, etc.

Budget Data

8	G2.B1.S2.A4	Provide teachers with opportunities to participate in peer observations and reflect on instructional practices, with follow-up coaching support.	\$0.00
Total:			\$194,117.00