

Ivey Lane Elementary

209 SILVERTON ST, Orlando, FL 32811

www.ocps.net/lc/west/eil

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	93%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	D	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
Focus	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

Teachers participated in professional development during pre-planning to establish student relationships and implement the CHAMPS classroom management process. Teachers were also trained to implement the Second Step social skills program which will build relationships with the teacher and student that will help all students be academically successful.

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

The building is clean, inviting and conducive to learning. There are school-wide procedures and expectations that apply to all classrooms and common areas of the school. All staff members are trained in the Safe School Plan. Staff members are encouraged to try to give three positive interactions for every one negative interaction with students. This will increase the probability that students will feel respected by adults.

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

Ivey Lane is continuing the implementation of the CHAMPS process as the building model for classroom and common area management. Procedures are set in place for all activities in the classroom and expectations are set for the whole school at dismissal, arrival, lunch and all common area activities. The school CHAMPS team will lead the staff into implementing CHAMPS in the classrooms and throughout the school.

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

We refer students and families to SedNet approved agencies for counseling. The counselors work with the teachers to meet student and family needs. We have community mentors that are approved through ADDitions. School and student resources are regularly provided by Partners in Education and referrals are also made to meet the medical needs of students on an as-needed basis.

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

The school's early warning system includes monitoring the following indicators: (1) attendance below 90 percent, regardless of whether an absence is excused or a result of out-of-school suspension. Teachers notify the registrar when students are absent more than 3 days per quarter. Student attendance is monitored and a Child Study Team meeting is scheduled with the parent to develop a plan; (2) One or more suspensions, whether in school or out of school; (3) Behavior plans, behavior support forms and counseling are all precautionary measures that are put into place to prevent further suspensions; (4) A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. Interventions are established for students based upon their specific needs which may include after- school tutoring; (5) Course failure in English Language Arts or math. On-going progress monitoring is used to ensure that appropriate interventions are in place to meet student needs.

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	9	15	6	8	3	7	48
One or more suspensions	8	4	4	13	3	10	42
Course failure in ELA or Math	15	30	26	43	15	24	153
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	6	12	7	16	4	11	56

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

The Child Study Team meets to discuss truancy and excessive tardiness with the parents. A plan is put in place to assist parents in ensuring that students attend school regularly and arrive on time. Referrals for resources are completed as needed to support the family. Students are monitored for Early Warning indicators both behaviorally and academically. The MTSS team meets regularly to develop a plan so that students can be successful. The team meets periodically to view the progress monitoring of students to determine if interventions are working. The process is reviewed and updated periodically.

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/177414>.

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

The school provides opportunities for parents to become involved in their child's academic progress. Parents are encouraged to attend PTA, SAC, and PLC meetings. There are monthly "Parent Workshops" as well as curriculum nights including literacy and math nights. Parents are encouraged to become ADDitions volunteers so that they may volunteer in the classroom and chaperone field trips. Parents are also encouraged to attend Meet Your Teacher, Open House, and Report Card Conference Nights. Connect Orange messages and weekly electronic newsletters are sent to families to share school information and important upcoming events.

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
Harold Gladden, Joscelyn	Principal
Allen, Nicollete	Instructional Coach
Hale, Andrea	Instructional Coach
Rafferty, Leslie	Instructional Coach
Morris, Angela	Instructional Coach
Holliday, Mallory	Assistant Principal
Hope-Gill, Rene'e	Instructional Coach

Duties

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

MTSS Coach: Rene'e Hope-Gill attended the required MTSS training to ensure that the school meets the district qualifiers for MTSS. She ensured that teachers were trained, implemented the MTSS watch list and schedules and facilitates MTSS team meetings, monitors the MTSS process, and maintains appropriate documentation. She ensures that behavior and academic data is plotted and graphed.

Principal (Joscelyn Harold Gladden): Provides and leads the implementation of the school vision and goals for the implementation of standards-based instruction, data-based decision-making, on-going progress monitoring, parental communication, and lesson planning and professional development. She supports and monitors the implementation of Tier 1, Tier 2, and Tier 3 instruction based on student needs. She observes classroom instruction and provides actionable feedback and support to teachers based on observation data.

Assistant Principal (Mallory Holliday): Works side-by side with the principal to support the implementation of the school vision and goals. She is actively involved in the implementation of behavior expectations and procedures and closely monitors student behavior. She is also involved in observing classroom instruction and providing actionable feedback and support to teachers. She assists with data analysis, data-based decision-making, side-by-side lesson planning and professional development. She works closely with PTA and SAC.

Instructional Coaches Academic/Reading/Math (Nicollette Allen-ELA-Writing/Leslie Rafferty-ELA-Reading/Angela Morris-Math): School coaches support the implementation of the Florida standards using the core curriculum programs and supplemental resources. The coaches provide professional development sessions to support the implementation of effective, research-based strategies for behavior and academic instruction. In addition, the school coaches are actively involved in data analysis and data-based decision making to monitor student achievement and provide adjustments as needed to meet student needs. School coaches observe classrooms frequently and provide actionable feedback to teachers. Additionally, the coaches serve as test administrators for formative and summative assessments.

Curriculum Resource Teacher (Andrea Hale): Provides guidance on the OCPS scope and sequence and monitors the implementation of the NGSSS standards for science. She provides professional development sessions and works side-by-side with teachers to plan lessons and implement effective research-based instructional strategies. She assists with data analysis and on-going progress monitoring of student achievement. She also serves as the FSA testing coordinator.

School Psychologist (Karen Roper): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation;

provides professional development and technical assistance for problem-solving activities including data

collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision

making activities. She conducts individual student observations/evaluations and provides feedback for members of the MTSS team, as well as the classroom teacher.

Speech Language Pathologist (Kyra Russo): Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student needs with respect to language skills.

School Social Worker (Lisa Gilmore): Provides quality services and expertise on issues ranging from family needs to intervention with individual students. In addition to providing interventions, she continues to link community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. She is actively involved with the Child Study Team to address attendance and truancy concerns.

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

The MTSS team meets monthly to engage in the following activities: Review universal screening data and link to instructional decisions, review progress monitoring data at both grade and classroom levels to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not mastering benchmarks. Based on the above information, the team will determine the effectiveness of the daily core curriculum implementation and identify professional development and resource needs. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about

implementation of methodology and programmatic instruction for Tier 2 & 3 students. We will continue partnerships with COMPACT, the Rotary Club of Orlando, and GOBA to provide opportunities and information for students to understand the importance of education. The Second Step social skills program has been implemented in grades K-5. This will ensure that students learn to problem-solve and gain confidence in their decision making decisions so they will make positive choices to be successful.

Parental Involvement

The school provides opportunities for parents to become more involved in their child's academic progress.

Parents are encouraged to attend PTA, SAC, and PLC meetings, in addition to monthly parent workshops and curriculum nights. Curriculum nights include Literacy Night, Math Night, Science Night, College and Career Readiness, and Florida Standards Assessment Night. Parents are also encouraged to sign up and support the school as ADDitions volunteers. In addition to the Annual Title-I meeting held in September, we hold Open House, Meet Your Teacher and two report card conference nights. Parents are encouraged to attend all of these events.

The Title-I department schedules and facilitates a series of 4 Parent Academy and other parent meetings each

year to provide relevant important information. Parents are also given the opportunity to attend the annual Parent Involvement Conference. A weekly electronic newsletter is sent home to share information about upcoming events in the school and key information is also shared using our Connect Orange automated phone messaging system frequently.

Title I, Part C- Migrant

The Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title

I and other programs to ensure student needs are met.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs. Ivey Lane Elementary works with Harbor House and the Ivey Lane Center in the local community to help students understand the benefits of staying in school and seeking further learning opportunities in post-secondary education.

Title II

At Ivey Lane Elementary School, we understand that teachers need to utilize a variety of instructional strategies so that all students, regardless of abilities, interests, or learning styles, can learn. To assist teachers in becoming diverse in their instructional techniques, differentiated professional development opportunities are provided throughout the year. Training topics include Differentiated Instruction, Guided Reading, Marzano's Framework, Literacy Centers, Second Step Social Skills Program, Standards-Based Rigorous Instruction, i-Ready, ST Math, CHAMPS Expectations and School-Wide Behavior Procedures and Strategies.

Title III

The district provides educational materials and support services to improve the academic performance of English Language Learner (ELL) students. The ESOL Compliance Teacher works closely with two bilingual paraprofessionals to ensure that ELL students receive services during daily academic instruction. ELL students categorized as LY receive accommodations during instruction and assessments. We will continue after-school tutoring opportunities for 3rd-5th grade ELL students who are performing below grade level in reading.

Title X- Homeless

We work closely with our school social worker to provide resources such as clothing, school supplies, social services referrals, and school bus transportation for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, we maintain regularly scheduled visits to families to assist in distribution of resources and educational materials as needed.

Supplemental Academic Instruction (SAI)

SAI funds will be utilized to provide before-school, after-school, and/or Saturday tutoring for students

performing below grade level in reading and/or math in preparation for FSA in grades 3-5. These funds will also be utilized for a part-time tutor. The tutor will work during the school day with small groups of students. These groups will be fluid and flexible and based on data.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling. These events are provided by our School Resource Officer through Super Kids (5th grade) and G.R.E.A.T. (4th grade). Child safety lessons are conducted by our PE teachers throughout the year. Our Discipline Team facilitates anti-bullying awareness and lessons.

Nutrition Programs

The school has earned a grant for the Fresh Fruits & Vegetables Program. Each day, every student receives a fresh fruit or vegetable to eat as their snack during the day. Students have the opportunity to participate in the High-Five Kids pack program, which provides meals to supplement the food they may not receive at home over a given weekend. All students participate in physical education four days a week and recess four to five days a week. They are able to increase their proficiency with health and fitness standards through physical education. We have partnered with Florida Hospital for Children and their Mission FIT POSSIBLE program. They will work with our second and fourth graders at least once a month during physical education to help them live an active, rewarding lifestyle. They will share tools to help parents, children, and teachers turn health, nutrition and fitness into enjoyable healthy habits. We are also starting a school garden through The Edible Schoolyard Project. The goal of this curriculum is to empower students with the knowledge and values to make food choices that are healthy for them, their communities, and their environment.

Housing Programs

Ivey Lane Elementary is working with Orlando Housing Authority and Harbor House to provide opportunities for parents and community members of the Malibu Groves and Edgemoor Drive areas to volunteer where applicable. Engaging the closest community to the school provides opportunities for keeping both the school and neighborhood cleaner and safer for all stakeholders.

Head Start

The local Head Start classes participate in our transition to kindergarten program. The classes visit our kindergarten classes, participate in activities and receive a tour of the school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jessica Vasilisin	Teacher
Carlos Rios	Education Support Employee
Doreen Quashie	Parent
Joscelyn Harold-Gladden	Principal
Joel Ham	Teacher
Lester Axson	Education Support Employee
William Ruswick	Teacher
Renee' Hope-Gill	Teacher
Leslie Rafferty	Teacher

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

The SAC team met on a monthly basis to review, revise, and evaluate the 2014-2015 school improvement plan.

Development of this school improvement plan

The SAC team meet on a monthly basis to discuss concerns and make recommendations for the 2015-2016 school improvement plan. Throughout the year, changes are made as needed to successfully meet goals as outlined in the SIP. By using the mid-year data to complete the mid-year narrative, we will be able to begin developing the SIP for the next school year, as well as review progress towards the goals.

Preparation of the school's annual budget and plan

The SAC team meet on a monthly basis to discuss the use of budget funds to meet the school improvement goals.

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

Student Agenda/Planners-\$1782.00 were purchased for all students. This provided support with keeping student organized so they were successful in their academics.

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

No

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
Harold Gladden, Joscelyn	Principal
Rafferty, Leslie	Instructional Coach
Allen, Nicollete	Instructional Technology
Matthews, Dahlia	Teacher, K-12
Morrison, Ronald	Teacher, K-12
Vasilisin, Jessica	Teacher, K-12
Moran, Brittany	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on fostering a love for reading in all students. After school book clubs will be hosted for boys who are discouraged readers. A school-wide reading initiative called, "One School One Book" will also be implemented again this year to encourage students to read at home with their families and promote a school culture of readers. All students and staff members will be provided a copy of the book. Chapters will be assigned each night and trivia questions will be asked on the announcements each day. Students can earn a charm for each one of the fifteen Sunshine State Books, if they read the book and pass the quiz. "Brag Tags" are given to students for stellar reading performance. Students' reading achievements are celebrated on the morning announcements. Multiple family literacy nights are planned throughout the school year. These events promote reading as a family and provide parents the opportunity to model good reading habits for their children. Tips for helping children to read are provided throughout the year as well.

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

Common planning time is provided each day for each grade level. Grade level teams also meet once per week for PLC meetings with a member of the Leadership Team. Teachers in grades 3-5 participate in weekly data meetings and teachers in K-2 participate data meetings bi-weekly. There are also weekly staff meetings which include professional development.

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

We follow district policies, processes, and procedures to ensure that we hire, place, and retain qualified professional and support staff. Vacancies are posted on the district website and candidate's resumes are reviewed through this website as well. Candidates are selected for interviews based on this review. Administrators, coaches, and teacher leaders participate in interview committees. Reference checks are conducted after interviews. Personnel are chosen based on school needs determined by school enrollment, student achievement data, survey results, and school improvement goals. For example, we hired a Dean for the 2014-2015 school year to reduce our referral and suspension rates. The data indicated we were successful and we will continue to provide this support for the 2015-16 school year. We also hired an MTSS coach to implement and monitor the MTSS process with increased fidelity. We will continue to implement these practices as we recruit highly qualified teachers.

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

New teachers are paired with experienced teacher mentors for instructional support. The instructional coach meets with new teachers regularly to share information, identify professional development needs, and provide professional development sessions as needed. The instructional coach also assists teachers with meeting certification criteria.

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

The Leadership Team meets regularly to analyze data. Data meetings are conducted regularly with teachers and the Leadership Team to review data and identify next steps for instruction. School coaches will assist teachers in providing differentiated instruction based on identified student needs. An Extended School Day with an extra hour of reading instruction will continue this school year. The ATS tutoring program is scheduled to begin in October.

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: 10,800

Interactive read-a-louds, i-Ready reading, and differentiated small group instruction targeting specific standards and/or skills.

Strategy Rationale

Student data revealed that student reading is below reading proficiency, therefore, an extended hour of reading has been implemented.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Harold Gladden, Joscelyn, joscelyn.haroldgladden@ocps.net

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

All students will participate in diagnostic and summative assessments to monitor student growth. Formative assessments will be administered throughout the school year.

Strategy: After School Program

Minutes added to school year: 5,040

iReady and ST Math computer based intervention programs

Strategy Rationale

Student data revealed that a targeted group of students are below in reading and math proficiency. After School Tutoring (ATS) will be implemented using the computer based programs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Harold Gladden, Joscelyn, joscelyn.haroldgladden@ocps.net

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

iReady and ST Math data will be assessed to monitor student growth.

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

Pre-K students visit the kindergarten classes in the spring for an introduction to kindergarten and to participate in an activity. The local Head Start provider is invited to bring their students to visit kindergarten. The teacher will also supply parents with progress reports to establish open communication with the parents.

Fifth grade students visit our two feeder middle schools. Students have the opportunity to tour the schools and get an overview of what the school day will look like.

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

College and Career Readiness strategies are embedded throughout the school. This helps prepare students for college by teaching them organizational and higher-order thinking skills. The annual Teach-In event and monthly guest speakers with the COMPACT program provide career information along with motivation for students to stay focused on school.

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

Instruction incorporates a variety of nonfiction texts to teach students about community, world, and history to expand their knowledge of careers and technical fields.

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

We ensure that all students leave with foundational skills that will lead to academic success in the future.

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

Students are exposed to non-fiction text across grade levels. Close reading strategies are embedded throughout instruction.

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.** To increase the effectiveness and frequency of standards-based rigorous instruction (Division Priority: Accelerate Student Performance and Invest in Human Capital).
- G2.** To improve the school climate by fostering social emotional skills in order to increase student achievement (Division Priority: Providing Empowering Environments).

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. To increase the effectiveness and frequency of standards-based rigorous instruction (Division Priority: Accelerate Student Performance and Invest in Human Capital). 1a

G073111

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	60.0
FCAT 2.0 Science Proficiency	44.0
AMO Math - All Students	69.0

Resources Available to Support the Goal 2

- Professional Development on deconstructing the standards
- Modeling through the coaching cycle
- Peer observations
- Mentors
- Team Leaders
- Instructional Coaches
- IMS and DOE resources
- Core curriculum
- i Ready
- ST Math

Targeted Barriers to Achieving the Goal 3

- The majority of our teachers have less than three years of experience and lack the knowledge and skills necessary to implement standards-based rigorous instruction.

Plan to Monitor Progress Toward G1. 8

Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and are standards based. I-observation data and feedback to teachers will be provided on a weekly basis.

Person Responsible

Joscelyn Harold Gladden

Schedule

Weekly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets, lesson plans, Journeys Assessments, lesson plans, formative assessments, iReady, Go Math assessments, MTSS meeting notes, lobservation data/feedback, MTSS core instruction data, tier II and tier III review of data.

G2. To improve the school climate by fostering social emotional skills in order to increase student achievement (Division Priority: Providing Empowering Environments). 1a

G073112

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	60.0
AMO Math - All Students	69.0
FCAT 2.0 Science Proficiency	37.0

Resources Available to Support the Goal 2

- Second Step social skills curriculum
- CHAMPS
- Cool Down passes
- MTSS behavior monitoring logs
- School-wide behavior procedures
- Differentiated rewards
- Instructional Coaches

Targeted Barriers to Achieving the Goal 3

- Students lack the knowledge and skills needed to problem-solve and interact positively with others.

Plan to Monitor Progress Toward G2. 8

Leadership team and MTSS behavioral team will conduct data chats to analyze behavior data and communicate the results to the faculty and staff, iObservation and student behavior data

Person Responsible

Mallory Holliday

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

iObservation, student behavior data and MTSS meeting notes

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. To increase the effectiveness and frequency of standards-based rigorous instruction (Division Priority: Accelerate Student Performance and Invest in Human Capital). **1**

 G073111

G1.B1 The majority of our teachers have less than three years of experience and lack the knowledge and skills necessary to implement standards-based rigorous instruction. **2**

 B190953

G1.B1.S1 By providing differentiated professional development, modeling, coaching and support to all teachers on implementing standards-based rigorous instruction. **4**

 S202427

Strategy Rationale

Classroom observation and student achievement data indicate a need to increase instructional rigor.

Action Step 1 **5**

Provide professional development on deconstructing the standards and planning and delivering rigorous standards based lessons/activities during whole group, small group, and centers in ELA.

Person Responsible

Leslie Rafferty

Schedule

Monthly, from 9/2/2015 to 6/8/2016

Evidence of Completion

SharePoint calendar, agendas, sign-in sheets, student work samples, iObservation data, lesson plans, formative assessment data, grade level planning and data meeting notes.

Action Step 2 5

Provide professional development on deconstructing the standards and planning and delivering rigorous standards based lessons/activities during whole group, small group, and centers in Math.

Person Responsible

Andrea Hale

Schedule

Monthly, from 9/2/2015 to 6/8/2016

Evidence of Completion

SharePoint calendar, agendas, sign-in sheets, student work samples, iObservation data, lesson plans, formative assessment data, grade level planning and data meeting notes.

Action Step 3 5

Instructional coaches will continue to facilitate deconstructing of the standards while building teacher leaders.

Person Responsible

Mallory Holliday

Schedule

Biweekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Agendas, lesson plans, sign in sheets, and PLC notes

Action Step 4 5

Instructional coaches will provide side-by-side differentiated support/modeling for struggling teachers.

Person Responsible

Joscelyn Harold Gladden

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

I observation, lesson plans, PLC meeting notes

Action Step 5 5

Implement a monthly monitoring plan; leadership team will walk, collaborate, calibrate, and quantify their walks.

Person Responsible

Joscelyn Harold Gladden

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

1 observation data and feedback, lesson plans, and monitoring plan

Action Step 6 5

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

Person Responsible

Joscelyn Harold Gladden

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Peer observation schedule and peer reflection logs

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

All instructional staff members will participate in professional development to implement standards-based rigorous instruction. Sign-in-Sheets will be collected and reviewed by Leadership Team members. School coaches will provide support as needed to implement the strategies learned as evidenced through monthly Coaching Logs. The Leadership Team will frequently observe classrooms and provide actionable feedback to teachers through iObservation. This process will be repeated as needed based on observation data, student work samples and formative assessment data.

Person Responsible

Joscelyn Harold Gladden

Schedule

Monthly, from 9/2/2015 to 6/8/2016

Evidence of Completion

Professional Development Calendar, SharePoint documentation, agendas, sign-in-sheets, exit slips, student work samples, i-Observation data, and coaching logs.

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

The Leadership Team will observe classrooms frequently, review and analyze iObservation data, coaching logs, student work samples, and formative and summative assessment data to monitor the implementation of effective strategies for standards-based rigorous instruction and student mastery of the Florida standards.

Person Responsible

Joscelyn Harold Gladden

Schedule

Biweekly, from 9/2/2015 to 6/8/2016

Evidence of Completion

iObservation data, coaching logs, student work samples, formative and summative assessment data.

G2. To improve the school climate by fostering social emotional skills in order to increase student achievement (Division Priority: Providing Empowering Environments). 1

G073112

G2.B1 Students lack the knowledge and skills needed to problem-solve and interact positively with others. 2

B190956

G2.B1.S1 Implement the Second Step social skills curriculum school-wide. 4

S202430

Strategy Rationale

Students lack strategies and skills needed to problem-solve and interact positively with others.

Action Step 1 5

Provide professional development on the implementation of the Second Step social skills curriculum.

Person Responsible

Mallory Holliday

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Agendas, sign-in sheets, Second Step Focus Calendar/Documentation, formative and summative assessment data, classroom observations and iObservation data.

Action Step 2 5

Monitor the implementation and effectiveness of the Second Step social skills curriculum through classroom walkthroughs.

Person Responsible

Mallory Holliday

Schedule

Biweekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Agenda, lesson plans, sign in sheets, iobservation data/feedback, and PLC meeting notes.

Action Step 3 5

Differentiated support for teachers will be provided as needed for the struggling teachers.

Person Responsible

Mallory Holliday

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Coaching logs, iobservation data and feedback to teachers

Action Step 4 5

Develop a model classroom for teachers to observe for support.

Person Responsible

Mallory Holliday

Schedule

Quarterly, from 9/16/2015 to 6/8/2016

Evidence of Completion

iObservation data and feedback, coaching logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor the effectiveness of the Second Step social skills program through student behavior data. The MTSS behavioral team will meet on a regular basis to discuss student behavior data to ensure the curriculum is being taught with fidelity.

Person Responsible

Mallory Holliday

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Second Step implementation schedule, classroom observation, student behavior data and MTSS meeting notes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classroom observations with immediate feedback to teachers and student behavior data.

Person Responsible

Mallory Holliday

Schedule

Biweekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

iObservation data, student behavioral data and MTSS meeting notes

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	Provide professional development on deconstructing the standards and planning and delivering rigorous standards based lessons/activities during whole group, small group, and centers in ELA.	Rafferty, Leslie	9/2/2015	SharePoint calendar, agendas, sign-in sheets, student work samples, iObservation data, lesson plans, formative assessment data, grade level planning and data meeting notes.	6/8/2016 monthly
G2.B1.S1.A1	Provide professional development on the implementation of the Second Step social skills curriculum.	Holliday, Mallory	8/17/2015	Agendas, sign-in sheets, Second Step Focus Calendar/Documentation, formative and summative assessment data, classroom observations and iObservation data.	6/8/2016 monthly
G1.B1.S1.A2	Provide professional development on deconstructing the standards and planning and delivering rigorous standards based lessons/activities during whole group, small group, and centers in Math.	Hale, Andrea	9/2/2015	SharePoint calendar, agendas, sign-in sheets, student work samples, iObservation data, lesson plans, formative assessment data, grade level planning and data meeting notes.	6/8/2016 monthly
G2.B1.S1.A2	Monitor the implementation and effectiveness of the Second Step social skills curriculum through classroom walkthroughs.	Holliday, Mallory	8/17/2015	Agenda, lesson plans, sign in sheets, iobservation data/feedback, and PLC meeting notes.	6/8/2016 biweekly
G1.B1.S1.A3	Instructional coaches will continue to facilitate deconstructing of the standards while building teacher leaders.	Holliday, Mallory	8/17/2015	Agendas, lesson plans, sign in sheets, and PLC notes	6/8/2016 biweekly
G2.B1.S1.A3	Differentiated support for teachers will be provided as needed for the struggling teachers.	Holliday, Mallory	8/17/2015	Coaching logs, iobservation data and feedback to teachers	6/8/2016 weekly
G1.B1.S1.A4	Instructional coaches will provide side-by-side differentiated support/modeling for struggling teachers.	Harold Gladden, Joscelyn	8/17/2015	I observation, lesson plans, PLC meeting notes	6/8/2016 weekly
G2.B1.S1.A4	Develop a model classroom for teachers to observe for support.	Holliday, Mallory	9/16/2015	iObservation data and feedback, coaching logs	6/8/2016 quarterly
G1.B1.S1.A5	Implement a monthly monitoring plan; leadership team will walk, collaborate, calibrate, and quantify their walks.	Harold Gladden, Joscelyn	8/17/2015	I observation data and feedback, lesson plans, and monitoring plan	6/8/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A6	Provide teachers with opportunities to participate in peer observations and reflect on instructional practices, with follow-up coaching support.	Harold Gladden, Joscelyn	8/17/2015	Peer observation schedule and peer reflection logs	6/8/2016 monthly
G1.MA1	Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and are standards based. I-observation data and feedback to teachers will be provided on a weekly basis.	Harold Gladden, Joscelyn	9/24/2014	Sign-in sheets, lesson plans, Journeys Assessments, lesson plans, formative assessments, iReady, Go Math assessments, MTSS meeting notes, lobservation data/feedback, MTSS core instruction data, tier II and tier III review of data.	5/29/2015 weekly
G1.B1.S1.MA1	The Leadership Team will observe classrooms frequently, review and analyze iObservation data, coaching logs, student work samples, and formative and summative assessment data to monitor the implementation of effective strategies for standards-based rigorous instruction and student mastery of the Florida standards.	Harold Gladden, Joscelyn	9/2/2015	iObservation data, coaching logs, student work samples, formative and summative assessment data.	6/8/2016 biweekly
G1.B1.S1.MA1	All instructional staff members will participate in professional development to implement standards-based rigorous instruction. Sign-in-Sheets will be collected and reviewed by Leadership Team members. School coaches will provide support as needed to implement the strategies learned as evidenced through monthly Coaching Logs. The Leadership Team will frequently observe classrooms and provide actionable feedback to teachers through iObservation. This process will be repeated as needed based on observation data, student work samples and formative assessment data.	Harold Gladden, Joscelyn	9/2/2015	Professional Development Calendar, SharePoint documentation, agendas, sign-in-sheets, exit slips, student work samples, i-Observation data, and coaching logs.	6/8/2016 monthly
G2.MA1	Leadership team and MTSS behavioral team will conduct data chats to analyze behavior data and communicate the results to the faculty and staff, iObservation and student behavior data	Holliday, Mallory	8/17/2015	iObservation, student behavior data and MTSS meeting notes	6/8/2016 monthly
G2.B1.S1.MA1	Classroom observations with immediate feedback to teachers and student behavior data.	Holliday, Mallory	8/17/2015	iObservation data, student behavioral data and MTSS meeting notes	6/8/2016 biweekly
G2.B1.S1.MA1	Monitor the effectiveness of the Second Step social skills program through student behavior data. The MTSS behavioral team will meet on a regular basis to discuss student behavior data to ensure the curriculum is being taught with fidelity.	Holliday, Mallory	8/17/2015	Second Step implementation schedule, classroom observation, student behavior data and MTSS meeting notes.	6/8/2016 weekly

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. To increase the effectiveness and frequency of standards-based rigorous instruction (Division Priority: Accelerate Student Performance and Invest in Human Capital).

G1.B1 The majority of our teachers have less than three years of experience and lack the knowledge and skills necessary to implement standards-based rigorous instruction.

G1.B1.S1 By providing differentiated professional development, modeling, coaching and support to all teachers on implementing standards-based rigorous instruction.

PD Opportunity 1

Provide professional development on deconstructing the standards and planning and delivering rigorous standards based lessons/activities during whole group, small group, and centers in ELA.

Facilitator

Reading Coach-Leslie Rafferty

Participants

Instructional staff members

Schedule

Monthly, from 9/2/2015 to 6/8/2016

PD Opportunity 2

Provide professional development on deconstructing the standards and planning and delivering rigorous standards based lessons/activities during whole group, small group, and centers in Math.

Facilitator

Math Coach-Angela Morris; CRT-Andrea Hale

Participants

Instructional staff members

Schedule

Monthly, from 9/2/2015 to 6/8/2016

G2. To improve the school climate by fostering social emotional skills in order to increase student achievement (Division Priority: Providing Empowering Environments).

G2.B1 Students lack the knowledge and skills needed to problem-solve and interact positively with others.

G2.B1.S1 Implement the Second Step social skills curriculum school-wide.

PD Opportunity 1

Provide professional development on the implementation of the Second Step social skills curriculum.

Facilitator

Nicollette Allen (CHAMPS)-Academic Coach; Brittany Jacobs and Tashika Martinez (Second Step)-5th Grade Teachers

Participants

All instructional staff

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Budget

Budget Data

1	G1.B1.S1.A1	Provide professional development on deconstructing the standards and planning and delivering rigorous standards based lessons/activities during whole group, small group, and centers in ELA.				\$4,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	1421 - Ivey Lane Elementary	Title I Part A		\$4,200.00
			<i>Notes: Substitute teachers will be provided for teachers to attend professional development for Design Questions 2, 3, and 4 of the Marzano framework.</i>			
2	G1.B1.S1.A2	Provide professional development on deconstructing the standards and planning and delivering rigorous standards based lessons/activities during whole group, small group, and centers in Math.				\$4,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1421 - Ivey Lane Elementary			\$0.00
			1421 - Ivey Lane Elementary	Title I Part A		\$4,200.00
			<i>Notes: Substitute teachers will be provided for teachers to attend professional development for Design Questions 2, 3, and 4 of the Marzano framework.</i>			

Budget Data

3	G1.B1.S1.A3	Instructional coaches will continue to facilitate deconstructing of the standards while building teacher leaders.				\$0.00
4	G1.B1.S1.A4	Instructional coaches will provide side-by-side differentiated support/ modeling for struggling teachers.				\$0.00
5	G1.B1.S1.A5	Implement a monthly monitoring plan; leadership team will walk, collaborate, calibrate, and quantify their walks.				\$0.00
6	G1.B1.S1.A6	Provide teachers with opportunities to participate in peer observations and reflect on instructional practices, with follow-up coaching support.				\$0.00
7	G2.B1.S1.A1	Provide professional development on the implementation of the Second Step social skills curriculum.				\$6,546.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1421 - Ivey Lane Elementary	General Fund		\$5,130.00
			<i>Notes: Social Skills Program</i>			
			1421 - Ivey Lane Elementary	Title I Part A		\$1,416.00
			<i>Notes: Social Skills Program</i>			
8	G2.B1.S1.A2	Monitor the implementation and effectiveness of the Second Step social skills curriculum through classroom walkthroughs.				\$0.00
9	G2.B1.S1.A3	Differentiated support for teachers will be provided as needed for the struggling teachers.				\$0.00
10	G2.B1.S1.A4	Develop a model classroom for teachers to observe for support.				\$0.00
					Total:	\$14,946.00