

Orange County Public Schools

Orlo Vista Elementary



2015-16 School Improvement Plan

Orlo Vista Elementary

3 N HASTINGS ST, Orlando, FL 32835

www.ocps.net/lc/west/eov

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	92%

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

The staff of Orlo Vista builds relationships with students by acknowledging and embracing cultural diversity. Students are celebrated on the morning news, academic success is communicated to parents, and students are rewarded for following school rules and displaying appropriate behavior. Staff members ensure that each student has the basic supplies to be successful in school by issuing book bags to students in need and providing nutritious meals over the weekend. Jaguar pride is exemplified and encouraged as students recite the school pledge daily. Through a partnership with ASP, students receive help with homework and have an opportunity to participate in various after school programs. The school holds several curriculum family events throughout the school year. Parents are also invited to Parental Leadership Council meetings and encouraged to participate on the School Advisory Council.

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

Orlo Vista utilizes a Positive Behavior Support system to ensure consistency in the school's behavioral expectations. Students demonstrating positive character choices are featured as "You've been spotted" students of the month. The dean and guidance counselor pull small groups of students who need additional behavioral support to review rules and participate in positive choice activities. In addition, the school has several mentoring programs to target students before, during and after school that provide a positive environment for students to reach their full potential and become positive peer role models.

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

CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) is the school wide classroom management plan used in conjunction with the Positive Behavior Support (PBS) initiative. Teachers are trained on the rationale and implementation of the model at the beginning of the year. They are also trained on the proper use of the schoolwide discipline matrix to help decrease discipline and increase consistent structure. It is the expectation that each classroom teacher will promote high expectations during academic instruction and transitions to support a positive and orderly learning environment. Additionally, teachers review the OCPS Student Code of Conduct and classroom management plan with students quarterly. To meet the needs of our students and ensure consistency, professional development is provided to staff throughout the school year.

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

The school staff works closely with the school social worker to provide additional support for students and families. The school-based guidance counselor provides support for any student who may need counseling, mentoring, or other behavioral support. Group sessions are held with students weekly and as needed. The school also provides character building and social skills instruction using Learning For Life curriculum.

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-based Multi-Tiered System of Support (MTSS) leadership team meets regularly to identify and monitor students that exhibit early warning indicators. Additionally, the team reviews progress monitoring data to determine the effectiveness of academic and behavior interventions. The school social worker, school psychologist, parent and classroom teacher attend the meetings to identify concerns and provide input on the student's progress. The dean and guidance counselor are also invited based on the individual needs of the student.

Intervention plans and behavior contracts are implemented and monitored. The parent, teacher, MTSS coach, dean, guidance counselor, school social worker and administrator attend MTSS meetings to review student progress and make necessary adjustments based on progress monitoring data.

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	25	24	8	11	12	11	91
One or more suspensions	1	11	6	8	13	6	45
Course failure in ELA or Math	13	34	35	56	32	31	201
Level 1 on statewide assessment	0	0	0	0	31	41	72

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	13	9	12	7	7	54

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

Teachers use research-based interventions to address student weaknesses. Paraprofessionals, instructional coaches and ESE support teachers push into classrooms to provide small group interventions to our lowest 30% of students. In order to improve the academic performance of students identified by early warning indicators, Orlo Vista employs the MTSS framework by facilitating bi-weekly child study team meetings, implementing school-wide interventions, and analyzing progress monitoring data. Progress monitoring is completed using in-program assessments (Lexia, Reading

Plus, Voyager and Journeys).

An additional hour of reading has been scheduled into the school day for all grade levels. The school also provides tutoring services for selected students in grades K-5. Saturday tutoring is provided in reading and math for students in third, fourth, and fifth grade. The school social worker meets with the school team to review attendance issues and work with parents to ensure consistent student attendance and access to instruction.

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 available at the school site.

Description

A major goal for the 2014-15 school year is to increase parental involvement. All faculty and staff will make a concentrated effort to encourage all children and parents to participate in one or more school events during the academic year. Parents will be recruited to become volunteers during Meet the Teacher, Open House, Family Day, etc. Parents will have the opportunity to register to become a volunteer at a station set up in the Media Center. Parents will be informed via flyers, newsletters, Connect-Ed phone calls, morning announcements, and reminder labels in student planners about events throughout the school year.

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 Partners in Education(PIE) program affords Orlo Vista the opportunity to build and sustain partnerships with businesses and community organizations. These partnerships enhance student learning, promote school improvement and increase community involvement. Business owners donate their resources toward various activities throughout the school year. Mentors and tutors are provided for our students in an effort to help boost student attendance, decrease negative student behavior, improve academic performance and increase access to post-secondary education.

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
Baker Drayton, Tamara	Principal
Strickland, Latanya	Instructional Coach
Rivera, Meigan	Assistant Principal
Dejesus, Anna	Instructional Coach
Brazley, Gary	Dean
Borden, Seante	Guidance Counselor
Archer, Suzanne	Instructional Coach
Brown, Shanessa	Teacher, ESE

Duties

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

Principal: Observes instructional delivery, provides teachers with actionable feedback, facilitates data meetings, participates in common planning, refines the MTSS framework, provides professional development based on observation data, and provides additional resources for teachers in need of improvement

Assistant Principal: Participates in child study team meetings, monitors the MTSS process, provides teachers with actionable feedback, and monitors the implementation of CHAMPS and PBS

The Dean and Guidance Counselor will monitor and support students who demonstrate social-emotional needs. They will participate in development of behavior plans for specific students and collect data on behavior concerns, while also monitoring and supporting the school-wide behavior management plan. Communicates with parents and provides resources for families which support student success. Coordinates community resources, family nights, and workshops for parents in need.

Instructional Coaches Reading/Math/Science- Implement the coaching cycle, facilitate common planning, and analyze progress monitoring data. In addition, the coaches will provide professional development for staff regarding curriculum and best practices, and coordinate standardized testing
Staffing Specialist - Ensures appropriate placement and monitoring of services for students meeting criteria for exceptional student education programs.

ELL Compliance - Assists with school screening programs that provide services for children with Limited English Proficiency (LEP) or ESOL status. Assists with data collection and data analysis, and assessments given in non-English languages. Serves as a liaison for parents to help meet students educational needs.

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

Instructional Coaches will implement the Florida Continuous Improvement Model (FCIM) with teachers to create a support system in which teachers are able to grow professionally and increase student achievement. Administration will conduct classroom observations to gather data about the effectiveness of core instruction and meeting student needs. Analyzing feedback from observations will help administration and coaches identify teachers in need of support.

Orlo Vista follows the district framework and guidelines for MTSS implementation. These guidelines detail the appropriate materials, interventions, and programs that can be used at each Tier. The guidelines were shared with teachers during preplanning by the MTSS coach. Meetings are held bi-

weekly. Parents and other pertinent personnel are invited to participate in meetings. During MTSS meetings, student data is discussed and intervention plans are initiated. Student progress is reviewed every 4 to 6 weeks.

Title I Part A: Services are used to fund after-school and Saturday school tutoring programs for students that need additional instructional support. The school allocates the remainder of the funds to be used for staff development, instructional materials, and parental involvement activities.

Title I Part C: Orlo Vista does not have a large migrant population. When migrant students are enrolled at Orlo Vista, the school enlists the services of the migrant liaison from the district office to support our migrant families.

Title I Part D: N/A

Title II: Title II funds which are used for staff development activities that are designed to improve student achievement and instruction. These funds will be used to provide staff development in Florida State Standards, CHAMPS, PBS, and PLC's.

Title III: Resources and materials are provided by the district to increase academic achievement of ELL students. Any additional funds are distributed to the school for purchase of instructional materials and to assist in the funding after-school and Saturday tutoring programs.

Title X: The district and school-based personnel provide resources such as clothing, school supplies, food, and social services referrals for students identified as homeless (under the McKinney-Vento Act). The goal is to eliminate educational barriers that prevent students from receiving appropriate educational services. Parents are provided gas cards and/or public transportation passes to ensure that students are able to attend school without any interruptions.

Supplemental Academic Improvement (SAI): SAI funds will be used in conjunction with Title I funds to provide reading tutoring after school three days a week and Saturday tutoring.

Violence Prevention Programs: OCPs Character Education and Learning for Life curriculum is utilized to provide students with tools to help make positive choices in life. The program focuses on positive character development which includes a monthly recognition for students who exemplify the specific focus trait for the month. The guidance counselor has established a red ribbon campaign which promotes drug-free attitudes. The program culminates with the students signing a pledge to be drug and violence free. The Orange County Sheriff's Department provides the Super Kids Program for fifth graders. Staff and students at Orlo Vista have been trained in PBS which encourages students to follow school-wide procedures. We also partner with Informed Families which facilitates a number of drug-free activities for students and their guardians.

Nutrition Programs: The staff at Orlo Vista provides instruction on how to make healthy food choices. Students are taught to interpret nutrition labels on food packaging, and are given the opportunity to plan healthy meal selections for breakfast, lunch, snack, and dinner. We also have a Love Food Pantry which is sponsored by the Christian Service Center/First Baptist Church and Hi-Five food pack program sponsored by Second Harvest Food Bank. These programs help to ensure that students do not go hungry after school hours. Orlo Vista participates in the Fresh Fruit and Vegetable Program (FFVP) grant where students receive fruits and vegetables three times per week.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tamara Baker Drayton	Principal
Oma Harnanan	Parent
Cyndi Salami	Parent
Maria Lopez	Parent
Pierre Malvoisin	Parent
Rosanna Urrutia	Education Support Employee
Teresa Parmenter	Teacher
Cherishma Baksh	Business/Community
Sandra Evans	Parent
Annie Diaz	Teacher
Michelle Cox	Parent
Anna Dejesus	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 school improvement plan was reviewed mid-year and at the end of the year. School activities were discussed monthly. The committee was provided an opportunity to give suggestions on ways to improve instruction for all core content subject areas based on the data provided.

Development of this school improvement plan

The School Advisory Council is instrumental in reviewing the school's community setting, resources, curriculum, challenges, and student population to help develop a written plan to facilitate school improvement as well as review, monitor, and evaluate the school's performance relative to its implementation.

Preparation of the school's annual budget and plan

An overview of the budget for the school year was shared with the School Advisory Council. Plans for funding school needs and resources were developed based upon district allocations.

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

School improvement funds were used to close the achievement gap through the purchase of supplies and intervention materials.

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Baker Drayton, Tamara	Principal
Rivera, Meigan	Assistant Principal
Strickland, Latanya	Instructional Coach
Dejesus, Anna	Instructional Coach
Brown, Shanessa	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT works collaboratively with curriculum leaders representing each grade level. The LLT's goal is to enhance literacy at Orlo Vista Elementary by helping teachers provide rigorous standards-based instruction in reading. The team analyzes reading data, identifies instructional trends, and provide resources for teachers to support reading instruction. The committee meets monthly to address performance goals and opportunities for continued implementation of the core curriculum for reading and facilitates a process of building consensus, increasing teacher capacity, as well as sharing the joy of reading with students and parents. The team facilitates teacher professional development to integrate reading across the content areas and strategies to strengthen literacy instruction using Marzano design questions 2, 3, and 4. Additionally, the team promotes events that include Literacy Week, Read Across America, Battle of the Books, Accelerated Reader (AR) and multiple curriculum nights.

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

Teachers are responsible for collaborating in PLCs to plan effective instruction in each subject area. Teachers participate in common planning and data discussions to generate lesson plans and create common assessments.

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

1. Orlo Vista will continue to work with and through the recruitment office, and Human Resources Department for Orange County Public Schools to locate and secure highly qualified instructional staff.
2. Professional development on The Art and Science of Teaching, Becoming a Reflective Teacher, and The Teacher Evaluation Model by Robert Marzano will be continued for instructional staff. While all four domains will be addressed, there will be increased emphasis on specific elements/strategies known to increase teacher performance as well as student academic performance. These are research-based strategies that provide teachers with lesson segment questions that will aid them in providing high-quality instruction for students. Teachers will be monitored and provided feedback to help continue their professional growth. Additionally, administrators will continue to provide professional development on all components of a PLC as well as opportunities for learning Randy Sprick's positive discipline/behavior support system with CHAMPS.
3. School administrators accept interns from state universities and local colleges. All successful interns are encouraged to apply for vacancies at the school. Administrators attend recruiting events.
4. The instructional coaches provide teacher support that ensures comprehensive instruction and promote student learning. They provide monitoring and feedback to teachers, peer-to-peer observations, and feedback to facilitate professional growth among instructional staff. This also include extensive training and support from the district and other consultants.

5. The instructional coach assigns mentors to annual contract and professional services contract teachers in need of improvement. Monthly meetings will be held to provide curriculum, social, and emotional support. The i-Observation tool will be used throughout the year. Ongoing professional development is individualized depending upon teacher needs and interest, data are collected and utilized to help determine future staff development needs.

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

The following mentees have been assigned mentors:

Grade Teacher Mentor/Buddy
Kindergarten Debra Christopher/Shani Thompson
Kindergarten Stephanie Torres/Kecendra Pittman
First Lani Alvarez/Carissa Wade
Second Jessica Massey/Lyrmarie Hernandez
Second Isabelle DeSrosiers/Charisse Hurdle
Third Jade Bennett/Ashley Jones
Third Sharon Swan/Samantha Mendez
Third Ariel Ibarra/Arvada Lambert
Fourth Nina Taylor/Tami Martin
Fourth Maria Goris/Tami Martin
Fourth Victoria Heydenrich/Anna Dejesus
Fifth Kara Scheible/Joan Dudley
Fifth LaToya Manning-White/Jim Vojak
Specials (Art) Kimberly Brock /Theresa Parmenter
Specials (PE) Travis Aikens/Charles Curry
Guidance Seante Borden /Shanesa Brown

Our school mentoring program pairs new teachers to our school with an experienced teacher. The mentee is supported in the classroom by the mentor and instructional coaches. The mentor provides feedback to the mentee about classroom design and procedures. The mentor and mentee meet weekly to provide continuous support for the new teacher. The mentee and instructional coach meet monthly for school updates, reflections and team building activities. The mentoring teacher will also assist the new teacher with curriculum review and lesson planning.

Mentors meet the following requirements:

- Mentor has been successful increasing student achievement
- Mentor is a recognized teacher leader
- Mentor meets with designated mentee(s) weekly
- Mentor and mentee attend professional development with instructional coach monthly

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

Implementation of the scope and sequence, instructional focus calendars, and lesson detailed progressions enables Orlo Vista to ensure that its core instructional programs and materials are aligned to Florida Standards. During common planning, teachers, instructional coaches and leadership team members deconstruct standards using the test item specifications to ensure instruction is aligned to the full intent of the standard.

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 school uses data to drive instruction and provide differentiation through tailoring instruction to meet individual student needs. Diagnostic screenings are used to group students into various tiers based upon their academic needs. Students are instructed during school-wide intervention with below level, at level, and enrichment curriculum as well as within the extra hour of reading intervention. Math tutoring will occur during the after-school program to meet the needs of students with math deficiencies.

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

Develop a school-wide reading intervention plan targeted to meet the needs of students working below, on or above grade level according to classroom and district assessments. All instructional, special area, resource teachers, and administrators will work with groups of students during this time.

Strategy Rationale

To improve student academic achievement and increase the number of students scoring at Level 3 or above on the Florida Standards Assessment (FSA).

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Baker Drayton, Tamara, 49428@ocps.net

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

Teachers will progress monitor students every two weeks and send their report to the administrative team. Progress monitoring will be done using ORF and the tools that are embedded in the resources provided.

Strategy: After School Program

Minutes added to school year: 3,600

After school tutoring will address below grade-level skills in reading, math, science and writing for select students. Students will receive tutoring two times a week for a total of three hours. Tutoring will take place from September through April, two days a week.

Strategy Rationale

To address student academic deficiencies, improve student academic achievement, and increase the number of proficient students on the Florida Standards Assessment (FSA).

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Strickland, Latanya, latanya.strickland@ocps.net

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

Student progress will be monitored using mini-assessments and common assessments. Students will be given a pre/post assessment for reading, math, science, and writing.

Strategy: Weekend Program

Minutes added to school year: 1,800

A tutoring program to be offered on Saturdays from January until April to address below grade skills in reading, math, science, and writing.

Strategy Rationale

The lowest 30% of students will be provided remedial instruction of core subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brazley, Gary, gary.brazley@ocps.net

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

Student progress will be monitored using district assessments. Students will be given a pre/post assessment for reading, math, science, and writing.

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

The PreK Program offers students a stimulating environment that provides a well-rounded academic curriculum before entering kindergarten. Parents and incoming PreK students are invited to attend "Meet the Teacher" before the first day of school. In addition, they are encouraged to eat breakfast with their child and stay for a reading activity on the first day of school. This allows the students the chance to get acclimated to the school environment and decrease school anxiety before separating from their parents. The goal is to enhance cognitive, social, emotional, physical and intellectual development. Collaboration between the PreK teacher and kindergarten teachers is conducted each year to help with this transition. Vertical articulation and planning are conducted between the PreK teacher and kindergarten teachers. Transition classes are offered at the end of the school year for PreK students going into kindergarten. The PreK teacher is involved in professional development opportunities for instructional strategies to meet the needs of their students. Fifth grade students visit their zoned middle school and guidance counselors from the middle schools visit our school toward the end of the school year to ensure a smooth transition. Student data is also shared with the middle school in an effort to place students in appropriate classes.

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

Advancement Via Individual Determination (AVID) strategies and methodologies are being embedded daily in classrooms to reinforce study skills, organizational skills, parental involvement, and post-secondary awareness.

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

To prepare our students for 21st century careers with technology and industry, Orlo Vista Elementary implements AVID strategies in order for students to gain skills needed to become college and career ready.

Orlo Vista has increased access to digital curriculum and access through the use of Reading Plus, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects. Students utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process.

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

Students are exposed to real world jobs during Teach-In and Career Day. Teachers create classroom jobs that are based upon real world job titles.

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

Orlo Vista has created a school-wide culture that promotes college readiness. Teachers are encouraged to wear their college apparel and post-college pennants. The school hosts College and Career Day and will offer fifth grade students a college tour.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Strengthen the rigor of standards-based instruction through common planning, professional learning communities, and professional development supported by the Marzano instructional framework.
- G2.** Increase student achievement through effective differentiated instruction across content areas and grade levels.
- G3.** Decrease discipline behavior school-wide through the implementation of effective positive behavior system.

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. Strengthen the rigor of standards-based instruction through common planning, professional learning communities, and professional development supported by the Marzano instructional framework. 1a

 G074223

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	27.0
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - SWD	

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Teachers have a surface level understanding of Florida standards based instruction.
- Teachers have a limited understanding of rigorous instructional strategies supported by the Marzano instructional framework moving from DQ2 and DQ3.

Plan to Monitor Progress Toward G1. 8

Administrators will analyze iObservation and progress monitoring data.

Person Responsible

Tamara Baker Drayton

Schedule

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

Evidence of Completion

Student data reports, current classroom data documents, and data which reflect an increase of teachers using DQ3 and DQ4

G2. Increase student achievement through effective differentiated instruction across content areas and grade levels. 1a

G074224

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	25.0
FAA Writing Proficiency	

Resources Available to Support the Goal 2

- Instructional coaches, MTSS Support Team

Targeted Barriers to Achieving the Goal 3

- Teachers lack an understanding of what instructional practices are needed for effective differentiated instruction.

Plan to Monitor Progress Toward G2. 8

The leadership team and teachers will analyze progress monitoring data and intervention data.

Person Responsible

Meigan Rivera

Schedule

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

Evidence of Completion

Teacher and grade level data notebooks and minutes from PLC data meetings

G3. Decrease discipline behavior school-wide through the implementation of effective positive behavior system. 1a

G074225

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	20.0

Resources Available to Support the Goal 2

- Schoolwide PBS plan, CHAMPS, Learning for Life positive character traits

Targeted Barriers to Achieving the Goal 3

- Teacher misconceptions of best practices for classroom management and effective student engagement strategies

Plan to Monitor Progress Toward G3. 8

The administrative team will analyze discipline data.

Person Responsible

Tamara Baker Drayton

Schedule

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

Evidence of Completion

Meeting minutes and MTSS documentation

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. Strengthen the rigor of standards-based instruction through common planning, professional learning communities, and professional development supported by the Marzano instructional framework. **1**

 G074223

G1.B1 Teachers have a surface level understanding of Florida standards based instruction. **2**

 B193798

G1.B1.S1 Teachers will receive professional development on rigor, relevance, Webb's Depth of Knowledge, and the Florida State Standards. **4**

 S205321

Strategy Rationale

Providing time to intentionally plan with guidance from those who have received additional training in the Florida Standards and Marzano instructional framework will result in more effective instruction and improved academic achievement.

Action Step 1 **5**

Conduct professional developments on rigor, relevance, Webb's Depth of Knowledge, Florida State Standards, and Marzano instructional strategies.

Person Responsible

Tamara Baker Drayton

Schedule

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

Evidence of Completion

Training agendas, sign-in sheets, teacher reflection exit slips

Action Step 2 5

Instructional coaches will implement the coaching cycle and provide feedback on implementation of LAFS and MAFS.

Person Responsible

Anna Dejesus

Schedule

Monthly, from 10/26/2015 to 6/1/2016

Evidence of Completion

Coaching logs and training agendas

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

Administrators participate in professional development and review agendas, minutes, sign in sheets and reflection exit slips.

Person Responsible

Tamara Baker Drayton

Schedule

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

Evidence of Completion

Training agendas, meeting minutes and teacher reflection exit slips

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

The administrators will analyze assessment data with the leadership team and teachers.

Person Responsible

Tamara Baker Drayton

Schedule

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

Evidence of Completion

Assessment results and classroom walk-through data

G1.B2 Teachers have a limited understanding of rigorous instructional strategies supported by the Marzano instructional framework moving from DQ2 and DQ3. **2**

 B193799

G1.B2.S1 Provide professional development on how to use research-based instruction supported by Marzano instructional framework in design questions 2, 3, and 4. **4**

 S205322

Strategy Rationale

Providing professional development that deepens teacher understanding of the instructional strategies supported by Marzano instructional framework will assist in closing the achievement gap and increase the level of proficient students.

Action Step 1 **5**

Provide professional development to increase teacher understanding of design questions 2, 3 and 4 of the Marzano instructional framework.

Person Responsible

Tamara Baker Drayton

Schedule

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

Evidence of Completion

Training materials and agendas, teacher reflection, exit slips and scales

Action Step 2 **5**

Instructional coaches will provide follow-up meetings to reflect on instructional practices.

Person Responsible

Anna Dejesus

Schedule

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

Evidence of Completion

Meeting agendas and coaching logs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrator will participate in professional development and review minutes to provide feedback.

Person Responsible

Tamara Baker Drayton

Schedule

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

Evidence of Completion

Training agendas, meeting minutes, and feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrators will facilitate classroom observations utilizing iObservation.

Person Responsible

Tamara Baker Drayton

Schedule

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

Evidence of Completion

iObservation data of elements in DQ3 and DQ4, student achievement data

G2. Increase student achievement through effective differentiated instruction across content areas and grade levels. **1**

 G074224

G2.B1 Teachers lack an understanding of what instructional practices are needed for effective differentiated instruction. **2**

 B193800

G2.B1.S1 Provide professional development on how to use differentiated instructional strategies in the classroom. **4**

 S205323

Strategy Rationale

Providing differentiated instruction professional development will assist teachers in improving their instructional delivery to enable them to target specific student needs.

Action Step 1 **5**

Provide professional development in how to use differentiated instruction in the classroom.

Person Responsible

Latanya Strickland

Schedule

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

Evidence of Completion

Training materials and agendas, teacher reflection exit slips

Action Step 2 **5**

Provide opportunity for teachers to reflect on instructional practices and integrate actionable feedback during PLC meetings.

Person Responsible

Tamara Baker-Drayton

Schedule

Biweekly, from 10/6/2015 to 6/1/2016

Evidence of Completion

PLC agendas, iObservation data and student achievement data

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

Administrators will participate in professional development and review minutes to provide teachers with coaching feedback.

Person Responsible

Meigan Rivera

Schedule

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

Evidence of Completion

Training agendas, meeting minutes, and feedback

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

Administrators will conduct classroom observations utilizing iObservation.

Person Responsible

Tamara Baker Drayton

Schedule

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

Evidence of Completion

iObservation data in DQ3 and DQ4 and student achievement data

G2.B1.S2 Provide professional development on data analysis in core academic areas to meet student learning needs and increase learning gains. 4

 S205324

Strategy Rationale

To help teachers understand the importance of using data to drive instruction to positively impact student learning.

Action Step 1 5

Provide professional development on the MTSS framework to include data analysis

Person Responsible

Meigan Rivera

Schedule

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

Evidence of Completion

Training materials and agendas, teacher reflection exit slips

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

The administrators will participate in professional development and review exit slips.

Person Responsible

Meigan Rivera

Schedule

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

Evidence of Completion

Training materials and agendas, teacher reflection exit slips

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

The school based leadership team and teachers will analyze student data.

Person Responsible

Tamara Baker Drayton

Schedule

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

Evidence of Completion

Teacher and grade level data binders, student data/assessment reports, observations and actionable feedback

G3. Decrease discipline behavior school-wide through the implementation of effective positive behavior system. 1

 G074225

G3.B1 Teacher misconceptions of best practices for classroom management and effective student engagement strategies 2

 B193802

G3.B1.S1 Provide professional development on how to manage a classroom effectively. 4

 S205325

Strategy Rationale

Providing feedback on classroom management will assist teachers in reducing discipline challenges that may interrupt instruction.

Action Step 1 5

Provide professional development on PBS and Champs.

Person Responsible

Gary Brazley

Schedule

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

Evidence of Completion

Training materials and agendas, teacher reflection exit slips

Action Step 2 5

Provide actionable feedback from classroom walkthroughs and observations.

Person Responsible

Tamara Baker Drayton

Schedule

Every 3 Weeks, from 9/8/2015 to 6/1/2016

Evidence of Completion

iObservation data and behavior data

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administrators will participate in professional development and review minutes to provide feedback.

Person Responsible

Tamara Baker Drayton

Schedule

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

Evidence of Completion

Training agendas, meeting minutes and feedback

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administrators will facilitate classroom observations utilizing Marzano Instructional Framework.

Person Responsible

Tamara Baker Drayton

Schedule

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

Evidence of Completion

iObservation data, increased student achievement data, and decreased discipline challenges

Appendix 1: Implementation Timeline

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

Orange - 0271 - Orlo Vista Elementary - 2015-16 SIP
Orlo Vista Elementary

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	Conduct professional developments on rigor, relevance, Webb's Depth of Knowledge, Florida State Standards, and Marzano instructional strategies.	Baker Drayton, Tamara	8/17/2015	Training agendas, sign-in sheets, teacher reflection exit slips	6/8/2016 monthly
G1.B2.S1.A1	Provide professional development to increase teacher understanding of design questions 2, 3 and 4 of the Marzano instructional framework.	Baker Drayton, Tamara	8/17/2015	Training materials and agendas, teacher reflection, exit slips and scales	6/8/2016 biweekly
G2.B1.S1.A1	Provide professional development in how to use differentiated instruction in the classroom.	Strickland, Latanya	8/17/2015	Training materials and agendas, teacher reflection exit slips	6/8/2016 monthly
G2.B1.S2.A1	Provide professional development on the MTSS framework to include data analysis	Rivera, Meigan	8/17/2015	Training materials and agendas, teacher reflection exit slips	6/8/2016 weekly
G3.B1.S1.A1	Provide professional development on PBS and Champs.	Brazley, Gary	8/17/2015	Training materials and agendas, teacher reflection exit slips	6/8/2016 monthly
G1.B1.S1.A2	Instructional coaches will implement the coaching cycle and provide feedback on implementation of LAFS and MAFS.	Dejesus, Anna	10/26/2015	Coaching logs and training agendas	6/1/2016 monthly
G1.B2.S1.A2	Instructional coaches will provide follow-up meetings to reflect on instructional practices.	Dejesus, Anna	8/17/2015	Meeting agendas and coaching logs	6/8/2016 biweekly
G2.B1.S1.A2	Provide opportunity for teachers to reflect on instructional practices and integrate actionable feedback during PLC meetings.	Baker-Drayton, Tamara	10/6/2015	PLC agendas, iObservation data and student achievement data	6/1/2016 biweekly
G3.B1.S1.A2	Provide actionable feedback from classroom walkthroughs and observations.	Baker Drayton, Tamara	9/8/2015	iObservation data and behavior data	6/1/2016 every-3-weeks
G1.MA1	Administrators will analyze iObservation and progress monitoring data.	Baker Drayton, Tamara	8/17/2015	Student data reports, current classroom data documents, and data which reflect an increase of teachers using DQ3 and DQ4	6/8/2016 weekly
G1.B1.S1.MA1	The administrators will analyze assessment data with the leadership team and teachers.	Baker Drayton, Tamara	8/17/2015	Assessment results and classroom walk-through data	6/8/2016 monthly
G1.B1.S1.MA1	Administrators participate in professional development and review agendas, minutes, sign in sheets and reflection exit slips.	Baker Drayton, Tamara	8/17/2015	Training agendas, meeting minutes and teacher reflection exit slips	6/8/2016 monthly
G1.B2.S1.MA1	Administrators will facilitate classroom observations utilizing iObservation.	Baker Drayton, Tamara	8/17/2015	iObservation data of elements in DQ3 and DQ4, student achievement data	6/8/2016 weekly
G1.B2.S1.MA1	Administrator will participate in professional development and review minutes to provide feedback.	Baker Drayton, Tamara	8/17/2015	Training agendas, meeting minutes, and feedback	6/8/2016 daily
G2.MA1	The leadership team and teachers will analyze progress monitoring data and intervention data.	Rivera, Meigan	8/17/2015	Teacher and grade level data notebooks and minutes from PLC data meetings	6/8/2016 weekly
G2.B1.S1.MA1	Administrators will conduct classroom observations utilizing iObservation.	Baker Drayton, Tamara	8/17/2015	iObservation data in DQ3 and DQ4 and student achievement data	6/8/2016 monthly
G2.B1.S1.MA1	Administrators will participate in professional development and review minutes to provide teachers with coaching feedback.	Rivera, Meigan	8/17/2015	Training agendas, meeting minutes, and feedback	6/8/2016 monthly
G2.B1.S2.MA1	The school based leadership team and teachers will analyze student data.	Baker Drayton, Tamara	8/17/2015	Teacher and grade level data binders, student data/assessment reports, observations and actionable feedback	6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1	The administrators will participate in professional development and review exit slips.	Rivera, Meigan	8/17/2015	Training materials and agendas, teacher reflection exit slips	6/8/2016 weekly
G3.MA1	The administrative team will analyze discipline data.	Baker Drayton, Tamara	8/17/2015	Meeting minutes and MTSS documentation	6/8/2016 biweekly
G3.B1.S1.MA1	Administrators will facilitate classroom observations utilizing Marzano Instructional Framework.	Baker Drayton, Tamara	8/17/2015	iObservation data, increased student achievement data, and decreased discipline challenges	6/8/2016 daily
G3.B1.S1.MA1	Administrators will participate in professional development and review minutes to provide feedback.	Baker Drayton, Tamara	8/17/2015	Training agendas, meeting minutes and feedback	8/17/2015 monthly

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. Strengthen the rigor of standards-based instruction through common planning, professional learning communities, and professional development supported by the Marzano instructional framework.

G1.B1 Teachers have a surface level understanding of Florida standards based instruction.

G1.B1.S1 Teachers will receive professional development on rigor, relevance, Webb's Depth of Knowledge, and the Florida State Standards.

PD Opportunity 1

Conduct professional developments on rigor, relevance, Webb's Depth of Knowledge, Florida State Standards, and Marzano instructional strategies.

Facilitator

School Leadership Team, Administrators

Participants

Teachers and support staff

Schedule

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

G1.B2 Teachers have a limited understanding of rigorous instructional strategies supported by the Marzano instructional framework moving from DQ2 and DQ3.

G1.B2.S1 Provide professional development on how to use research-based instruction supported by Marzano instructional framework in design questions 2, 3, and 4.

PD Opportunity 1

Provide professional development to increase teacher understanding of design questions 2, 3 and 4 of the Marzano instructional framework.

Facilitator

Instructional coaches

Participants

Instructional staff

Schedule

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

G2. Increase student achievement through effective differentiated instruction across content areas and grade levels.

G2.B1 Teachers lack an understanding of what instructional practices are needed for effective differentiated instruction.

G2.B1.S1 Provide professional development on how to use differentiated instructional strategies in the classroom.

PD Opportunity 1

Provide professional development in how to use differentiated instruction in the classroom.

Facilitator

Instructional coaches

Participants

Classroom teachers and coaches

Schedule

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

G2.B1.S2 Provide professional development on data analysis in core academic areas to meet student learning needs and increase learning gains.

PD Opportunity 1

Provide professional development on the MTSS framework to include data analysis

Facilitator

School-based leadership team and administrators

Participants

Classroom teachers, MTSS Support Team, School-based leadership team

Schedule

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

G3. Decrease discipline behavior school-wide through the implementation of effective positive behavior system.

G3.B1 Teacher misconceptions of best practices for classroom management and effective student engagement strategies

G3.B1.S1 Provide professional development on how to manage a classroom effectively.

PD Opportunity 1

Provide professional development on PBS and Champs.

Facilitator

Behavior Dean

Participants

Classroom teachers, instructional support staff, and instructional coaches

Schedule

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

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Conduct professional developments on rigor, relevance, Webb's Depth of Knowledge, Florida State Standards, and Marzano instructional strategies.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$1,500.00
<i>Notes: Budget Code 5902710L23</i>						
2	G1.B1.S1.A2	Instructional coaches will implement the coaching cycle and provide feedback on implementation of LAFS and MAFS.				\$0.00
3	G1.B2.S1.A1	Provide professional development to increase teacher understanding of design questions 2, 3 and 4 of the Marzano instructional framework.				\$0.00
4	G1.B2.S1.A2	Instructional coaches will provide follow-up meetings to reflect on instructional practices.				\$0.00
5	G2.B1.S1.A1	Provide professional development in how to use differentiated instruction in the classroom.				\$0.00
6	G2.B1.S1.A2	Provide opportunity for teachers to reflect on instructional practices and integrate actionable feedback during PLC meetings.				\$0.00
7	G2.B1.S2.A1	Provide professional development on the MTSS framework to include data analysis				\$0.00
8	G3.B1.S1.A1	Provide professional development on PBS and Champs.				\$0.00
9	G3.B1.S1.A2	Provide actionable feedback from classroom walkthroughs and observations.				\$0.00
					Total:	\$1,500.00