

William Frangus Elementary



2016-17 Schoolwide Improvement Plan

William Frangus Elementary

380 KILLINGTON WAY, Orlando, FL 32835

<https://franguses.ocps.net/>

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School KG-5 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 88% |

School Grades History

| Year | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C | C* | A | D |

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for William Frangus Elementary

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

William Frangus Elementary utilizes various means to heighten the importance of nurturing a culturally diverse learning environment by learning about the diverse cultures of our students. The school conducts an annual multi-cultural night in addition to daily positive interactions with students and families. Relationships are then built through constant communication via face to face meetings, phone calls, planners, notices, parent newsletters, SAC, PTA, PLC-ELL, Facebook and the school website.

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

William Frangus Elementary School prides itself on creating an inclusive culture where a safe and respectful environment is priority. Strategically placed personnel greet students as they arrive on campus. If a student is noticed to be agitated, staff members will work collaboratively to assist the student in a positive manner. Throughout the school day, leadership team members visit classrooms to make rounds and build positive relationships with students. During lunch duty, the leadership team oversees the cafeteria lunch shifts to ensure students are safe and that they are following "FRANGUS" (Follow Directions, be Responsible, Always Listen, Never Give Up, Give & Earn Respect, Uphold Integrity, Stay Safe) Expectations. After school, the leadership team and various staff members are assigned to designated areas on campus to ensure all students are dismissed in a safe and orderly manner.

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

The school's optimal goal is to ensure all interactions are positive and minimal instruction is missed. William Frangus Elementary instructional staff review the OCPs student code of conduct with students each nine weeks. The cafeteria and bus expectations are also explained during the first two weeks of school and will be revisited every nine weeks. The Jazz Bucks daily incentive helps minimize disruptions, and maintains a productive and safe learning environment. Students are able to earn 5 bucks a day and redeem bucks biweekly at the Jazz store.

d. 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.

William Frangus Elementary has a variety of techniques to support the social emotional well-being of all students. Our Behavior Specialist leads various social-emotional groups providing counseling and mentoring on a routine basis. Social-emotional groups are beneficial as they promote self esteem, offer conflict resolution, anxiety relief, communication techniques, acceptance, rejections and overall well-being.

As an additional resource, William Frangus works jointly with SNET counseling agencies to support identified students on campus. The campus based support aides in counseling by meeting with small groups of students to address social skills, anger management, etc.

3. Early Warning Systems

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

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

Low performing students as identified by the Florida Standards Assessment will be placed in tutoring as well as receive specific skills-based interventions for reading and math. Attendance is monitored by the attendance clerk, registrar and social worker to identify students who are consistently tardy and or absent. The social worker contacts the parents to determine reasons and provide necessary support in addition to placing the student on an attendance contract. The dean keeps track of referrals and suspensions and correlates them to ESE and ELL programs to ensure compliance with state and federal mandates.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|----|---|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 12 | 8 | 7 | 8 | 8 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |
| One or more suspensions | 3 | 0 | 2 | 11 | 6 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |
| Course failure in ELA or Math | 3 | 5 | 3 | 2 | 1 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Level 1 on statewide assessment | 1 | 1 | 1 | 9 | 9 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |

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 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 1 | 1 | 1 | 9 | 9 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |

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

Regular staff development is provided to all staff members to ensure accurate and active monitoring of the lowest 30% and ensure systems are in place to intervene. FSA ELA and Math data are utilized to identify low performing students. Students are remediated on key skills during small group if they score 70% or lower on common skilled based assessments.

All students are in Tier I. However, differentiated instruction is in embedded within all core content subjects. Within Tier I the instruction is focused on grade level standards using large and small group

instructional strategies. Tier II Intervention is designed to improve student performance with Tier I performance expectations. Instruction focuses on specific skills that pose a barrier to the acceleration of student learning. Tier III Intervention is the most intensive and frequent. It is noted when students are in Tier III, their Tier II intervention was not sufficient as indicated on progress monitoring identified through formative and summative assessments.

In Tier III, intervention strategies include, but are not limited to, additional support time provided by a resource teacher and ESE resource teacher. Each intervention is built upon collectively. The interventions indicate that more time is being invested in the student. Previous interventions are not removed from a student's support system. Throughout the MTSS process, parents are kept informed of their student's progress or lack thereof. Parents are an integral part of the MTSS process.

School wide attendance will be monitored and tracked by the attendance clerk. Suspensions will be monitored by dean. Both of these early warning indicators lead to frequent meetings held by the MTSS team to ensure that interventions are put in place and are successful. Parents are informed of each stage of the MTSS Process.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/307394>.

2. Description

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

2. 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.

William Frangus Elementary works diligently to secure sound relationships with the community, families and faculty. The Partner In Education coordinator collaboratively works with several local businesses to share the various family activities and events the school has planned for our families. She also discusses the profound needs of the families we serve, reiterating to partners the importance of having sound collaboration between the school, community and business partners alike.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|-------------------|---------------------|
| Britton, DeCheryl | Principal |
| Harp, Melanie | Instructional Coach |
| Stribling, Joy | Assistant Principal |
| Colon, Juan | Dean |
| Webster, Arlene | Instructional Coach |
| Davis, Felicia | Instructional Coach |
| Hulcher, Liana | Instructional Coach |

b. Duties

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

Mrs. DeCheryl Britton is the school principal and oversees the daily operations of William Frangus Elementary. She oversees curriculum with fidelity of resources and proper implementation, site facilities, hiring and sustaining of highly qualified teachers, leads SAC meetings, monitors SIP and professional development, builds professional capacity within the extended leadership team, and provides routine updates to community and staff in regards to district-wide initiatives and requirements.

Ms. Joy Stribling is the Assistant Principal. She monitors the SIP, assists with curriculum monitoring and proper implementation, is the school-based custodial liaison, assists with hiring and sustaining of highly qualified teachers, assists with SIP and professional development, and assists with the disbursement of communication to community, staff and parents. Ms. Stribling also oversees monthly emergency evacuation drills, bus drills in addition to overseeing the school-wide disaster plan implementation. Ms. Stribling oversees discipline and the ASD implementation.

Mrs. Melanie Harp is the Kindergarten, 2nd and 3rd grade CRT Reading Coach, Testing Coordinator and Textbook Manager. She also provides professional development, conducts data meetings and models standards based lessons. Mrs. Harp works collaboratively with the MTSS team to ensure the MTSS program and paperwork are in compliance with district, state and federal guidelines.

Mrs. Arlene Webster is the 1st, 4th and 5th grade CRT and Reading Coach. She works with 4th and 5th grade writing curriculum. Mrs. Webster works collaboratively with the MTSS team to ensure the MTSS program and paperwork are in compliance with district, state and federal guidelines.

Mrs. Liana Hulcher is our Staffing Specialist and CT. She identifies, monitors and staffs students based upon their needs for both MTSS and exceptional education services. She provides translations for ELL parent conferences and conducts ELL team meetings.

Mr. Juan Colon and Ms. Felicia Davis are our Deans. They establish behavior plans with teachers and the MTSS team, meets individually with teachers and parents to modify and/or update the plans. They also provide math support to grade level teams respectfully. Mrs. Felicia Davis also functions in an instructional capacity overseeing K-5 math implementation. Mr. Colon supports 4th grade math program.

2. 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.

Once a teacher identifies a student as in need of intervention, she/he needs to provide intervention within the core curriculum (Tier 1).

Tier II Intervention is designed to improve student performance with Tier I performance expectations. Instruction focuses on specific skills that pose a barrier to the acceleration of student learning. Tier III Intervention is the most intensive and frequent. It is noted when students are in Tier III, their Tier II intervention was not sufficient as indicated on progress monitoring identified through formative and summative assessments.

In tier 3, intervention strategies include, but are not limited to, additional support time provided by a Resource Teacher and ESE Resource Teacher, as well as the Reading Intervention Specialist. Each intervention is built upon collectively. The interventions indicate that more time is being invested in the student. Previous interventions are not removed from a student's support system. Throughout the MTSS process, parents are kept informed of their student's progress or lack thereof. Parents are an integral part of the MTSS process.

School wide attendance will be monitored and tracked by the MTSS Coach and attendance clerk. Suspensions will be monitored by dean. Both of these early warning indicators lead to frequent meetings held by the MTSS team to ensure that interventions are put in place and are successful. Parents are informed of each stage of the MTSS Process.

Title 1 funds are used to hire instructional support teachers in curriculum core subjects i.e. Curriculum Resource and Parental Involvement. Additionally, the funds are used for supplemental intervention materials, parent involvement activities and professional development.

Our Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other programs to ensure student needs are met. The Staffing Coordinator and/or School Registrar will coordinate any migrant activities this year. William Frangus Elementary does not have a large migrant population.

Orange County receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-Out Prevention Program.

Funds for educational services, resources, and ELL support are provided through the district to improve the education of immigrant and English Language Learners.

Rodricia Harrison serves as our Homeless contact and assists families in need on an individual basis. Our school nurse provides basic resources such as clothing and counseling information. Our goal is to eliminate educational barriers that prevent students from receiving appropriate educational services.

SAI funds are utilized to purchase research based materials. For the 2016-2017 school year, we will provide tutoring for students.

The Orange County Sheriff's Department provides a specific curriculum under the MAGIC Program for 5th grade students. Through this program our students sign a pledge to be Drug and Violence free. Additionally, the MTSS Academic and Behavior teams meet regularly to address any needs or concerns of particular students. Students are assigned school based/community based mentors if necessary.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|-----------------------|----------------------------|
| DeCheryl Britton | Principal |
| Jamie Glover | Parent |
| Andrea Green | Parent |
| Juan Colon | Teacher |
| Ann Cherolini | Education Support Employee |
| Nadine Hough | Parent |
| Denise Hidalgo | Parent |
| Olga Telleria Khoudni | Parent |
| Yvette Wancel | Business/Community |
| Delva Senatus | Parent |
| Germinal Marcelin | Parent |
| Sekennia Bell | Parent |

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC represents the school community as the vehicle for school improvement. The School Advisory Committee (SAC) is made up of teachers, school support staff, students and parents elected to serve on the committee. Business and community leaders are appointed by the principal. The SAC's primary role is to assist the principal in developing and evaluating the school improvement plan. The SAC also gives assistance to the principal in the planning of the upcoming year's budget. An informational meeting to provide an overview of SAC and its role is scheduled for the beginning of the school year. It was determined that all stakeholders were satisfied with the outcomes of the 2015-2016 SIP.

b. Development of this school improvement plan

The 2015-2016 School Improvement Plan was reviewed by the SAC members and made necessary recommendations for the 2016-2017 School Improvement Plan. Additionally, SAC members collaborated and completed sections of the SIP.

c. Preparation of the school's annual budget and plan

SAC worked collaboratively with the principal regarding how select funds could be allocated for the 2016-2017 school year.

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

School improvement funds last year were used to replace the chalkboards in every classroom with magnetic, marker boards, which facilitated the use of new technology, such as document cameras, laptops and projectors. the total amount spent was \$15,928.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-------------------|---------------------|
| Britton, DeCheryl | Principal |
| Webster, Arlene | Instructional Coach |
| Harp, Melanie | Instructional Coach |
| Edmonds, Mary | Instructional Media |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT for the 2016-2017 school year will be to increase students' awareness to the importance of leisure reading. We will continue to implement the Accelerated Reading program with fidelity, while ensuring all students receive rigorous instruction geared to the required state standards. We will continue to provide our staff with current FSA professional development, specifically targeting differentiated small group whole group instructional strategies.

William Frangus Elementary will continue to have extended media hours twice a week and participate in the Orange County Battle of the Books, in which we did very well in our learning community. The LLT will also organize reading initiatives supported with specific instructional strategies geared toward closing the achievement gap.

D. Public and Collaborative Teaching

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

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

Every Monday and Tuesday is our school-wide collaboration day for reading and math. Teams are partnered with instructional coaches to plan comprehensive standards based lessons utilizing key instructional strategies coupled with appropriate obtainable resources. In addition to Professional Learning Communities are in place to monitor common assessments results and share best practices among teachers. Grade level teams are also encouraged to sponsor "Jazz Friday" breakfast items for the staff to enjoy in the teacher's lounge. This is an excellent opportunity to enjoy a delightful quick breakfast with their colleagues before beginning greeting their students.

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

All teachers that fall in the 0-3 year category and teachers that are in need of additional support are paired with experienced teachers to assist them with procedures, curriculum and overall instructional support. Their partnerships are also supervised by an instructional coach. Additionally, communication

via weekly "Jazz Beats" newsletters and sharepoint are provided to ensure teachers are well informed and abreast of all pertinent information. All teachers participate in Professional Learning Communities, focusing on student achievement and professional development. Professional development is implemented to focus on the state standards and the needs of the staff.

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

William Frangus Elementary mentoring program provides for all teachers with 0-3 years of experience to be paired with experienced teachers and coaches. Planning meetings are scheduled monthly for teachers to collaborate and discuss which standards, classroom management, effective ways of delivering instruction, student progress and formative data. Additionally, teachers that are beyond 0-3 year, but still require mentoring, are paired with another teacher who can assist them with strategies and provide overall guidance and support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

All teachers at William Frangus Elementary have data walls in their classrooms in order for students to be aware of their progress towards academic proficiency. Frangus uses data to drive instruction and assist in developing groups to differentiate instruction. Assessment data, classroom data and teacher observation data provide for the opportunity to identify target skills and students.

Students are identified based on beginning-of-the year tests and teacher recommendation. Once students are targeted, teachers build fluid groups through our core curriculum to meet the needs of each student. The resource team targets students through direct, standards-based instruction and supports teachers by providing necessary feedback and instructional strategies. Classroom instruction is supplemented by teachers using district approved intervention programs to ensure every student attains comprehensive understanding and mastery of the Florida State Standards. Students having difficulty may receive additional support from instructional coaches. Additionally, students are invited to attend before and after school tutoring to receive additional support in the areas of reading and math. Frangus students also use the technology component, i-Ready reading and math, for supplemental assistance. Teachers are able to assign specific skills to students in deficient areas.

2. 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: After School Program

Minutes added to school year: 3,600

Teachers will use Performance Coach for reading and math, manipulatives and technology to increase student achievement in reading and math. Teachers will disaggregate student data to ensure students are instructed in deficient areas.

Strategy Rationale

Teachers use these strategies to help students develop independent, comprehensive thinking skills allowing for increased comprehension on all grade level text.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lane, Molly, lane.molly@ocps.net

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

Teachers will assess the progress of each student by completing an assessment after each skill taught. The data will be collected and analyzed. The principal, teachers and the ATS Coordinator will analyze data to inform instruction.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Our Staffing Specialist works closely with the feeder Pre-K schools to ensure a successful and seamless transition to Frangus. We provide an opportunity for Pre-K parents to bring their child to visit a kindergarten classroom before entering school. Parents are provided with an "Entering Kindergarten" packet that includes vital information for incoming Kindergartners. In addition, our students are screened for vision and hearing before October. Students are administered a Kindergarten Readiness assessment within the first 20 days of school.

Our Staffing Specialist and 5th grade teachers collaboratively plan for all 5th grade students to visit the feeder middle schools, Gotha and Robinswood. Students are provided an opportunity to speak with the guidance counselor at both schools to hear forthcoming expectations.

b. College and Career Readiness

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

William Frangus implements several strategies to advance college and career awareness. All faculty members display their college or university alma-mater in their classroom in addition to wearing their collegiate paraphernalia every Wednesday. Fifth grade students will also have an opportunity to visit

the feeder pattern middle school to gain knowledge of sixth grade expectations and extra curricular activities.

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

William Frangus Elementary incorporates non-fictional text to teach students about world history and the community to prepare them for the career and technical fields of study.

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

William Frangus Elementary participates in the OCPS Teach-In program. Frangus also participates in the OCPS STEM initiative by providing STEM Club opportunities for select 4th and 5th grade students the fourth Saturday of each month.

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

N/A

B. 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.

N/A

C. Strategic Goals

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.** Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Accelerate Student Performance, Invest in Human Capital)
- G2.** Teachers will narrow the achievement gap through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Narrow Achievement Gaps)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Accelerate Student Performance, Invest in Human Capital) **1a**

 G084993

Targets Supported **1b**

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 56.0 |
| AMO Math - All Students | 66.0 |
| AMO Reading - All Students | 73.0 |

Targeted Barriers to Achieving the Goal **3**

- William Frangus Elementary instructional staff will deepen their understanding of standards based instruction coupled with analyzing and disaggregating student assessment data to drive instruction as well as utilize key instructional strategies when remediating students with lagging skills based on concrete standards mastery common assessments.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Item Specifications
- IMS-Reading, Math and Science
- C-palms
- Science Bootcamp
- Ready LAFS and MAPS
- Core Connections Writing program
- i-Ready math and reading
- Collaborative Reading and Math Planning
- Instructional Framework-Florida Standards, Marzano Instructional Strategies

Plan to Monitor Progress Toward G1. 8

The leadership team conducts ongoing classroom observations and reviews student performance data and student work to determine whether teachers are making progress in delivery of standards-based instruction.

Person Responsible

DeCheryl Britton

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

The leadership will know if the implementation of standards based instruction has taken place by actively monitoring data derived from classroom walk-throughs, PLC meetings notes and interaction with teachers via data chats, mini-assessment data analyzes and data meeting feedback. The leadership team will provide and review agendas and ongoing classroom observations in addition to i-Observation feedback of instructional delivery and teacher reflections. The leadership team will actively monitoring standards based instruction implementation coupled with daily student evidence, formative/summative assessments, Florida Standards assessment data by cluster in addition to iReady standards mastery common assessments.

G2. Teachers will narrow the achievement gap through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Narrow Achievement Gaps) 1a

G084994

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 56.0 |
| AMO Reading - All Students | 80.0 |
| AMO Math - All Students | 75.0 |

Targeted Barriers to Achieving the Goal 3

- Need for school-wide understanding of analyzing and accurately disaggregating students' assessment data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards
- MTSS Coach
- i-Ready Reading and Math
- Journeys Curriculum: As a Resource to implement Standards Based Instruction
- Targeted Intervention: Tier 2 and Tier 3
- Marzano Framework
- Webb's Depth of Knowledge
- On-going Professional Development
- Test Item Specifications
- Common Planning

Plan to Monitor Progress Toward G2. 8

The progress towards the goal will be monitored by conducting classroom walk-throughs, observations and student data e.g. iReady Data, MAP K-2 Data, AR and STAR Data, Imagine Learning Data and formative assessments for reading and math.

Person Responsible

DeCheryl Britton

Schedule

Weekly, from 9/8/2016 to 5/31/2017

Evidence of Completion

Formative and summative assessments, FSA/FCAT.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Accelerate Student Performance, Invest in Human Capital) **1**

 G084993

G1.B1 William Frangus Elementary instructional staff will deepen their understanding of standards based instruction coupled with analyzing and disaggregating student assessment data to drive instruction as well as utilize key instructional strategies when remediating students with lagging skills based on concrete standards mastery common assessments. **2**

 B226037

G1.B1.S1 Professional development will be provided on the deconstruction of the Florida Standards and how to utilize student assessment data to differentiate and drive instruction through planning and implementing rigorous standards based lessons coupled with activities, small group remediation and assessments. **4**

 S238446

Strategy Rationale

The need for teachers to become more familiar with the Instructional Framework and utilize the tool to plan comprehensive standards based core lessons effectively.

Action Step 1 **5**

The master schedule has been adjusted to increase time for teachers to collaborate while planning standards based lessons.

Person Responsible

DeCheryl Britton

Schedule

On 5/27/2017

Evidence of Completion

Evidence of effective teacher time on task during allocated common planning will include but not limited to the review of highly crafted lesson plans embedded with complex scales built on the gradual progression towards standards based mastery coupled with sound progression of student evidence.

Action Step 2 5

Teachers will be provided professional development utilizing the instructional framework, standards deconstruction as well as data analysis based on the lowest 30%, sub-groups and students on and above grade level.

Person Responsible

DeCheryl Britton

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Evidence of effective implementation of strategies utilized within targeted professional development will consist of sign-In sheets, agendas, lesson plans, academic grouping for small group and content differentiation.

Action Step 3 5

The instructional staff will participate in active professional development focusing on key strategies and techniques to monitor students for the desired effect within DQ2, DQ3 and DQ4. Throughout the professional development training teachers will mindfully learn to transition from reviewing content DQ2, to collaboratively working with student within DQ3 to a more facilitative support role within DQ4 where students are at their highest level of deepening their knowledge through rigorous and complex tasks.

Person Responsible

DeCheryl Britton

Schedule

Quarterly, from 9/12/2016 to 9/12/2017

Evidence of Completion

Evidence of mastery will include: instructional sign in sheets, and agendas.

Action Step 4 5

The administrative team will conduct i-Observations and provide teachers feedback as it relates to the framework.

Person Responsible

DeCheryl Britton

Schedule

Weekly, from 10/19/2016 to 6/8/2017

Evidence of Completion

i-Observation data and feedback to teachers

Action Step 5 5

Instructional coaches will provide modeling and side-by-side coaching to struggling teachers who have difficulty using data to drive instruction within their tiered groups. Teachers will have the opportunity to observe their peers who have embedded this process effectively based on student data.

Person Responsible

DeCheryl Britton

Schedule

Weekly, from 9/6/2016 to 5/25/2017

Evidence of Completion

Peer observation logs and coach's logs will verify effective coaching has taken place. Teacher evidence of noted strategies suggested by instructional coaches will be monitored for implementation.

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

The leadership team will monitor lessons, maintain a coaching logs and provide feedback to teachers regarding instruction to ensure teachers are teaching to the rigor of the standard.

Person Responsible

DeCheryl Britton

Schedule

Weekly, from 9/1/2016 to 9/1/2016

Evidence of Completion

As evidence the leadership team will conduct classroom walkthroughs, assessment data and data meetings, leadership team agendas and i-observation data and feedback. Professional development exit slips will be obtained to support teachers through the coaching cycle and provide an opportunity to reflect on their learning.

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

Through observations, teachers will begin planning and delivery of instruction within design questions 3 and 4.

Person Responsible

DeCheryl Britton

Schedule

Weekly, from 10/26/2016 to 5/26/2017

Evidence of Completion

Evidence of mastery will include i-Observation data and feedback to teachers as well as lesson plan reviews.

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

The leadership team will review data and conduct data chats. The team will use mini-assessments, formative assessments, Florida standards assessment data, i-observation feedback data will be reviewed and aligned to i-Observation data.

Person Responsible

DeCheryl Britton

Schedule

Monthly, from 10/1/2016 to 5/31/2017

Evidence of Completion

Coach logs, leadership team minutes, i-Observation data and feedback, mini assessment data, formative assessment data and Florida Standard Assessment data.

G2. Teachers will narrow the achievement gap through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Narrow Achievement Gaps) **1**

 G084994

G2.B1 Need for school-wide understanding of analyzing and accurately disaggregating students' assessment data. **2**

 B226039

G2.B1.S1 Evaluate remediation and enrichment strategies, lessons the curriculum and individual student assessment data. **4**

 S238449

Strategy Rationale

The data indicates the need for research based instructional strategies and curriculum to be embedded throughout all content areas and all methods of delivery.

Action Step 1 **5**

Professional development will be provided on effective use of instructional strategies when differentiating instruction for Tier 2 and 3 students.

Person Responsible

DeCheryl Britton

Schedule

Monthly, from 9/7/2016 to 5/31/2017

Evidence of Completion

Professional development calendar, sign-in sheets, exit slips and agendas

Action Step 2 **5**

MTSS leadership team meeting notes and agenda

Person Responsible

DeCheryl Britton

Schedule

Monthly, from 9/7/2016 to 5/31/2017

Evidence of Completion

Sign-In Sheets, Meeting Agenda, MTSS Team Meeting Notes and Student Data

Action Step 3 5

The leadership team will collect and analyze program data to monitor student access and progression within iReady reading.

Person Responsible

DeCheryl Britton

Schedule

Weekly, from 9/7/2016 to 5/31/2017

Evidence of Completion

Student Item Analysis Report

Action Step 4 5

Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.

Person Responsible

Arlene Webster

Schedule

Weekly, from 10/5/2016 to 5/31/2017

Evidence of Completion

Coaches Log

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

Classroom walk-throughs for evidence of differentiated instruction, iOservation data.

Person Responsible

DeCheryl Britton

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

i-Observation data, feedback to teachers and program data

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

The leadership team will conduct observations to ensure the implementation the usage of digital curriculum as well as progress Monitor all digital programs.

Person Responsible

DeCheryl Britton









Schedule

Monthly, from 9/12/2016 to 5/31/2017









Evidence of Completion

i-Observation data and feedback to teachers

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|-------------------|-------------------------------|--|---------------------|
| 2017 | | | | | |
| G1.B1.S1.MA1  M315345 | The leadership team will monitor lessons, maintain a coaching logs and provide feedback to teachers... | Britton, DeCheryl | 9/1/2016 | As evidence the leadership team will conduct classroom walkthroughs, assessment data and data meetings, leadership team agendas and i-observation data and feedback. Professional development exit slips will be obtained to support teachers through the coaching cycle and provide an opportunity to reflect on their learning. | 9/1/2016 weekly |
| G1.B1.S1.A5  A308732 | Instructional coaches will provide modeling and side-by-side coaching to struggling teachers who... | Britton, DeCheryl | 9/6/2016 | Peer observation logs and coach's logs will verify effective coaching has taken place. Teacher evidence of noted strategies suggested by instructional coaches will be monitored for implementation. | 5/25/2017 weekly |
| G1.B1.S1.MA3  M315346 | Through observations, teachers will begin planning and delivery of instruction within design... | Britton, DeCheryl | 10/26/2016 | Evidence of mastery will include i-Observation data and feedback to teachers as well as lesson plan reviews. | 5/26/2017 weekly |
| G1.B1.S1.A1  A308728 | The master schedule has been adjusted to increase time for teachers to collaborate while planning... | Britton, DeCheryl | 8/29/2016 | Evidence of effective teacher time on task during allocated common planning will include but not limited to the review of highly crafted lesson plans embedded with complex scales built on the gradual progression towards standards based mastery coupled with sound progression of student evidence. | 5/27/2017 one-time |
| G1.MA1  M315351 | The leadership team conducts ongoing classroom observations and reviews student performance data... | Britton, DeCheryl | 8/22/2016 | The leadership will know if the implementation of standards based instruction has taken place by actively monitoring data derived from classroom walk-throughs, PLC meetings notes and interaction with teachers via data chats, mini-assessment data analyzes and data meeting feedback. The leadership team will provide and review agendas and ongoing classroom observations in addition to i-Observation feedback of instructional delivery and teacher reflections. The leadership team will actively monitoring standards based instruction implementation coupled with daily student evidence, formative/summative assessments, Florida Standards assessment data by cluster in addition to iReady standards mastery common assessments. | 5/31/2017 weekly |
| G2.MA1  M315354 | The progress towards the goal will be monitored by conducting classroom walk-throughs, observations... | Britton, DeCheryl | 9/8/2016 | Formative and summative assessments, FSA/FCAT. | 5/31/2017 weekly |
| G1.B1.S1.MA1  M315344 | The leadership team will review data and conduct data chats. The team will use mini-assessments,... | Britton, DeCheryl | 10/1/2016 | Coach logs, leadership team minutes, i-Observation data and feedback, mini assessment data, formative assessment data and Florida Standard Assessment data. | 5/31/2017 monthly |
| G1.B1.S1.A2  A308729 | Teachers will be provided professional development utilizing the instructional framework, standards... | Britton, DeCheryl | 9/1/2016 | Evidence of effective implementation of strategies utilized within targeted professional development will consist of sign-in sheets, agendas, lesson plans, academic grouping for small group and content dedifferentiation. | 5/31/2017 quarterly |

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William Frangus Elementary

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|-------------------|-------------------------------|--|------------------------|
| G2.B1.S1.MA1  M315352 | The leadership team will conduct observations to ensure the implementation the usage of digital... | Britton, DeCheryl | 9/12/2016 | i-Observation data and feedback to teachers | 5/31/2017 monthly |
| G2.B1.S1.MA1  M315353 | Classroom walk-throughs for evidence of differentiated instruction, iOsevation data. | Britton, DeCheryl | 8/31/2016 | i-Observation data, feedback to teachers and program data | 5/31/2017 weekly |
| G2.B1.S1.A1  A308735 | Professional development will be provided on effective use of instructional strategies when... | Britton, DeCheryl | 9/7/2016 | Professional development calendar, sign-in sheets, exit slips and agendas | 5/31/2017 monthly |
| G2.B1.S1.A2  A308736 | MTSS leadership team meeting notes and agenda | Britton, DeCheryl | 9/7/2016 | Sign-In Sheets, Meeting Agenda, MTSS Team Meeting Notes and Student Data | 5/31/2017 monthly |
| G2.B1.S1.A3  A308737 | The leadership team will collect and analyze program data to monitor student access and progression... | Britton, DeCheryl | 9/7/2016 | Student Item Analysis Report | 5/31/2017 weekly |
| G2.B1.S1.A4  A308738 | Instructional coaches will provide modeling and side-by-side coaching to struggling teachers. | Webster, Arlene | 10/5/2016 | Coaches Log | 5/31/2017 weekly |
| G1.B1.S1.A4  A308731 | The administrative team will conduct i-Observations and provide teachers feedback as it relates to... | Britton, DeCheryl | 10/19/2016 | i-Observation data and feedback to teachers | 6/8/2017 weekly |
| G1.B1.S1.A3  A308730 | The instructional staff will participate in active professional development focusing on key... | Britton, DeCheryl | 9/12/2016 | Evidence of mastery will include: instructional sign in sheets, and agendas. | 9/12/2017 quarterly |

V. Professional Development Opportunities

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

G1. Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Accelerate Student Performance, Invest in Human Capital)

G1.B1 William Frangus Elementary instructional staff will deepen their understanding of standards based instruction coupled with analyzing and disaggregating student assessment data to drive instruction as well as utilize key instructional strategies when remediating students with lagging skills based on concrete standards mastery common assessments.

G1.B1.S1 Professional development will be provided on the deconstruction of the Florida Standards and how to utilize student assessment data to differentiate and drive instruction through planning and implementing rigorous standards based lessons coupled with activities, small group remediation and assessments.

PD Opportunity 1

Teachers will be provided professional development utilizing the instructional framework, standards deconstruction as well as data analysis based on the lowest 30%, sub-groups and students on and above grade level.

Facilitator

Instructional coaches

Participants

Instructional staff

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

PD Opportunity 2

The instructional staff will participate in active professional development focusing on key strategies and techniques to monitor students for the desired effect within DQ2, DQ3 and DQ4. Throughout the professional development training teachers will mindfully learn to transition from reviewing content DQ2, to collaboratively working with student within DQ3 to a more facilitative support role within DQ4 where students are at their highest level of deepening their knowledge through rigorous and complex tasks.

Facilitator

De Cheryl Britton

Participants

Lead teachers, coaches and assistant principals

Schedule

Quarterly, from 9/12/2016 to 9/12/2017

G2. Teachers will narrow the achievement gap through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Narrow Achievement Gaps)

G2.B1 Need for school-wide understanding of analyzing and accurately disaggregating students' assessment data.

G2.B1.S1 Evaluate remediation and enrichment strategies, lessons the curriculum and individual student assessment data.

PD Opportunity 1

Professional development will be provided on effective use of instructional strategies when differentiating instruction for Tier 2 and 3 students.

Facilitator

Coaches and DeCheryl Britton

Participants

Instructional staff

Schedule

Monthly, from 9/7/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--------|-------------|---|---------------------------|-----------------|-----|----------|
| 1 | G1.B1.S1.A1 | The master schedule has been adjusted to increase time for teachers to collaborate while planning standards based lessons. | | | | \$600.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | 140-Substitute Teachers | 1611 - Frangus Elementary | Title I, Part A | | \$600.00 |
| 2 | G1.B1.S1.A2 | Teachers will be provided professional development utilizing the instructional framework, standards deconstruction as well as data analysis based on the lowest 30%, sub-groups and students on and above grade level. | | | | \$0.00 |
| 3 | G1.B1.S1.A3 | The instructional staff will participate in active professional development focusing on key strategies and techniques to monitor students for the desired effect within DQ2, DQ3 and DQ4. Throughout the professional development training teachers will mindfully learn to transition from reviewing content DQ2, to collaboratively working with student within DQ3 to a more facilitative support role within DQ4 where students are at their highest level of deepening their knowledge through rigorous and complex tasks. | | | | \$0.00 |
| 4 | G1.B1.S1.A4 | The administrative team will conduct i-Observations and provide teachers feedback as it relates to the framework. | | | | \$0.00 |
| 5 | G1.B1.S1.A5 | Instructional coaches will provide modeling and side-by-side coaching to struggling teachers who have difficulty using data to drive instruction within their tiered groups. Teachers will have the opportunity to observe their peers who have embedded this process effectively based on student data. | | | | \$0.00 |
| 6 | G2.B1.S1.A1 | Professional development will be provided on effective use of instructional strategies when differentiating instruction for Tier 2 and 3 students. | | | | \$0.00 |
| 7 | G2.B1.S1.A2 | MTSS leadership team meeting notes and agenda | | | | \$0.00 |
| 8 | G2.B1.S1.A3 | The leadership team will collect and analyze program data to monitor student access and progression within iReady reading. | | | | \$0.00 |
| 9 | G2.B1.S1.A4 | Instructional coaches will provide modeling and side-by-side coaching to struggling teachers. | | | | \$0.00 |
| Total: | | | | | | \$600.00 |