

Orange County Public Schools

Apopka Elementary



2017-18 Schoolwide Improvement Plan

Apopka Elementary

311 VICK RD, Apopka, FL 32712

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">78%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Apopka Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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.

Apopka Elementary is fully committed in building teacher-student relationships by providing an approachable and inviting learning environment for our students. We develop positive relationships in the classrooms by establishing good communication and respect.

Teachers are expected to continuously monitor students in order for him/her to be aware of any difficulties the student is having. Teacher-parent communication is also important in order to understand students' strengths and weaknesses and point out any learning or communication difficulties. Appropriate and helpful feedback is also provided in order to build confidence in every student.

Our school appreciates and accommodates the diversity among the students' cultures by enthusiastically acknowledging both individual and cultural differences in a positive manner. We also use a variety of instructional strategies and learning activities which provide the students opportunities to engage in ways that are responsive to their own learning style. When creating our learning objectives and instructional activities we facilitate comparable learning opportunities for students with different cultures and language skills.

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

Apopka Elementary is highly committed to providing a safe environment, where every student feels safe both physically and psychologically. Our school has designated a Behavior Leadership Team who assists with providing guidelines for success for the common areas of the school. The Guidelines for Success provide a safe environment for students to follow when arriving and being dismissed from school. Every staff member is assigned with a common area school duty to support our students at dismissal. In addition, every student has an identified ID tag to indicate appropriate route for dismissal (walker, car riders, buses, day care vans, and extended day). A brochure is provided to parents for the procedures of arrival and dismissal from school. The Guidelines for Success provide CHAMPS expectations to guide our scholars in each common area of the school and ensure efficient operations by our school's staff members. Every adult in our school uses appropriate and natural tone of voice while talking with the students in all circumstances along with non-threatening body language. Adults are expected to respect each student's privacy and to be discreet when discussing personal matters. Praise, both verbal and nonverbal are used on a daily basis. Teachers are accessible to students before, during, and after school hours. In the classrooms, teachers provide an atmosphere of nurturing during times when emotional support for the group/individual is needed; providing opportunities for the students to feel secure.

At Apopka Elementary every student is treated with respect and is provided the recognition, support, acceptance, empathy, trust, and confidentiality they deserve.

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.

At Apopka Elementary we use the CHAMPS Behavioral System. The overall goal of the CHAMPS classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. Particularly, the teacher's goal is to teach students directly how to be successful in specific situations. We use our "Dolphin Guidelines for Success" to demonstrate, teach, and model our basic tenets for appropriate and expected behaviors throughout the school. School-wide rules and expectations are posted in every school area and students have a clear understanding of these expectations. These rules and expectations are reviewed with students during the first week of every quarter, as well as Student Code of Conduct.

We also have a Positive Reinforcement Program where students are rewarded with "Class Dojo" points whenever they follow rules and expectations. Students are able to participate in incentive celebrations each grading period by being recognized for following our Dolphin Guideline for Success by earning sufficient number of Dojo points.

Apopka Elementary provides MTSS Behavior Plans to students who are struggling with behavior. These students are monitored closely and are provided with an individual plan to reinforce and improve positive behavior in the classroom.

Our goal is to create an environment where students are responsive, orderly, engaged, and motivated.

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.

At Apopka Elementary we provide student-centered instruction in every classroom. Additionally we provide, small group work, class discussions, peer tutoring, and cooperative learning activities in order to help enhance social relationships and school connections. Cooperative learning activities that include small groups are also part of our instructional program to help support the educational and psycho-social needs of our at-risk students.

Individual/small group counseling provided by outside agencies and positive reinforcement activities are provided for students who exhibit a need for social skills support, to enhance self-esteem, and to improve academics/behavior.

Apopka Elementary offers services from a Behavior Intervention Coach who closely monitors behavior and discipline data, as well as supporting teacher with classroom management interventions.

Apopka Elementary offers student support services which students who struggle with social/emotional skills can receive mentoring services through Sed-Net counseling, daily check-in's and check's outs with identified faculty members, and social skill intervention groups.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Apopka Elementary will act in a proactive manner to identify early warning signs and address them diligently in order to act to highlight possible barriers to students' academic and behavior performance.

To address the early warning signs of attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, Apopka Elementary will send letters home to remind parents of attendance expectations and teachers will call parents to express any concerns regarding

attendance. Parents will have opportunities to meet with teachers and our social worker to assist in improving attendance of their children. Also, the district's social worker will conduct home visits based on truancy reports. Apopka will offer positive reinforcement, recognition, and incentives to motivate students to attend school on a daily basis. Apopka Elementary will offer the services of a Parental Engagement Liaison to support the needs of our families and ensure our scholars are striving to exhibit attendance rates above 90%.

To address the early warning sign of one or more suspensions, whether in school or out of school, Apopka Elementary will conduct conferences with students, teachers, and parents/guardians to discuss possible ways of supporting the child to improve behavior. We will also develop a safe plan of action using CHAMPS and school wide discipline system, provide students with a safe learning environment when presenting signs of behavioral issues in their classroom, and character education be implemented throughout the school year.

In addition, whenever an early warning sign of course failure in English Language Arts or Mathematics is identified, we will contact the family prior to mid-point progress report and end of quarter report card if student is struggling, update Progress Book on a weekly basis for parents to have access to their child's progress, and school-wide expectations on grading policies will be discussed with families and followed by teachers.

Students with a level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics will be placed in a small group intervention based on data. This group will meet 150 minutes a week. Tutoring Services (ATS) will be offered Monday and Tuesdays from 3:15-4:45 pm in the subjects of reading, math, and science. Enrichment clubs will be provided twice a month for every student. Teachers will be expected to differentiate instruction throughout the day to meet the needs of these learners. With parent permission students will receive additional reading support during the school day at special area time. In addition, scholars will receive incentives for earning passing rates on I-Ready lessons. Data walls will be displayed throughout the school campus indicating the grade level successes of passing I-Ready reasons; Therefore, encouraging our scholars to reach goal level expectations.

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	17	15	9	17	15	0	0	0	0	0	0	0	85
One or more suspensions	0	2	0	0	0	9	0	0	0	0	0	0	0	11
Course failure in ELA or Math	19	13	7	9	21	14	0	0	0	0	0	0	0	83
Level 1 on statewide assessment	0	0	0	30	35	54	0	0	0	0	0	0	0	119

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	7	6	3	9	19	23	0	0	0	0	0	0	0	67

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

- Interventions used in the school for reading include iReady lessons, iReady computer-based instruction and Leveled Literacy Instruction
- iReady workbook materials will be used for interventions

- iReady toolkit used for tutoring
- Math interventions will include instruction in small groups using Do The Math, Number Talks, and Hands-On Math, iReady Math computer program
- Morning and afternoon Reading, Math, Writing, and Science tutoring
- ELL tutoring using Imagine Learning (students less than 2 years)

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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.

Apopka Elementary ensures that a Parental Engagement Liaison will be a point of contact and reference for our families. Apopka Elementary will provide community support from the HOPE Community center of Apopka. It is our school's intention to utilize the resources from the HOPE Community center to provide English speaking classes for our English Language Learner families. Extended Media night hours will be an opportunity for families to bring their children to check out books and families to attend English speaking classes. Our Parental Engagement Liaison will present quarterly modules to the faculty of Apopka Elementary to keep them informed of the services that are being offered to the students and families of our school. Based on the review of the needs assessment of our school, our school's Parental Engagement Liaison will be an integral team member to assist in lowering the amount of students who receive less than 90% of attendance rate to school. A Parental Engagement resource room will be made available to support our families with available resources within the community to assist with providing house & living support, educational support, and counseling support. The partnership with the resources that are being provided with our school's Parental Engagement Liaison and the collaboration with community support will assist in building capacity between the faculty of Apopka Elementary and its families.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Miller, Lukeshia	Principal
Dyches, Carol	Instructional Coach
Ansine, Geraldine	Instructional Coach
Montgomery, James	Assistant Principal
Tarpley, Pamela	Dean
Maise, Kimberly	Instructional Media
Redel, Karen	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.

Principal / Assistant Principal: assumes responsibility and accountability for planning, developing and implementing with and through staff, programs, activities and functions designed to achieve school's goals and district priorities. Analyzes programs, activities and functions under his/her supervision to identify disparities between "what is" (current condition) and "what ought to be" (desired condition) and working with and through people to develop plans to eradicate the disparities as they relate to school goals and district priorities. Works with teachers and staff to identify problems and issues (disparities) for which they may need expertise and support services for their own training and development to effectively address the problems and issues (disparities). Supervises and evaluates designated teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities.

Academic Coaches (Reading Coach, Math Coach, MTSS Coach), Dean of Students, Staffing Specialist: implements a system of support utilizing the professional development standards protocol for classroom teachers to increase the rigor within their instruction and to help ensure standards alignment. Aligns professional performance to be consistent with School Improvement Plans and the District's Strategic Plan. Utilizes research-based strategies to assist with planning lessons, analyzing student data, reflecting and problem-solving, and common assessments. Co-teaches and debriefs lessons while examining student learning through a gradual release of responsibility. Models effective instruction as defined by the elements of the teacher evaluation system. Stays current with research-based instructional best practices to improve achievement for all students with a focus to close the achievement gap. Provides differentiated, classroom-based coaching. Leads coaching conversations to review student performance and help teachers examine data and make instructional decisions utilizing the continuous improvement model. They also provide feedback on instructional strategies and CHAMPS classroom management expectations that are used within the classrooms. Our Dean of students provides intervention support for the social/emotional needs of our scholars through morning greetings, check-in/check-out's of identified scholars, social skills, community based counseling resources through Sed-net, individual behavior plans, and school wide incentives and initiatives to promote character education. The Dean of students collaborates with the MTSS coach to monitor the MTSS level of support to address social and emotional needs of students.

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.

Principal/Assistant Principal: provides a common vision for the use of data-based decision-making, ensures that MTSS, PLC, and data is at the core of the grade level, ensures that the school-based team is implementing MTSS, SIOP, 504s, IEPs, and Marzano's instructional practices consistently across grade levels and school, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS, ESE, and ELL implementation, and communicates with parents regarding school-based MTSS plans and activities.

MTSS Coach: coordinates the MTSS process with all team members, is the liaison between the school and the parents, coordinates the Tier i, Tier ii, and Tier iii implementation, and assists the teacher in successful intervention implementation.

General Education Teachers: provide information about core instruction and students' unique deficiencies, participates in student data collection, delivers Tier i instruction/intervention, collaborates with other staff to implement Tier ii interventions, integrates Tier i materials/instruction with Tier ii/iii activities, and provides ongoing documentation of all MTSS, SIOP, Marzano, IEPs, and 504 implementation and the subsequent results.

Exceptional Student Education (ESE) Resource Teachers: participates in student data collection, integrates core instructional activities/materials into Tier iii instruction, provides strategies to/for the general education teachers, and collaborates with general education teachers to assist them in meeting the individual needs of the students.

Reading Coach and Resource Teachers: provides guidance on district/school K-12 learning and literacy plan, facilitates and supports data collection activities, assists in data analysis, helps provides professional development and technical assistance to teachers regarding data-based instructional planning, and provides support to our lower level readers.

Instructional Coaches: coordinates grade level assessments, breaks down data and assists teachers with understanding the data, assists teachers in understanding/implementing effective data-based decisions, and provides insight to the MTSS administration team regarding individual students/ classes data.

ESOL Compliance Teacher: provides guidance on ELL, ESOL, and SIOP; facilitates, supports data collection, planning, analyzes data for our ELL students. Helps provide professional development.

Behavior Interventions Coach: monitors and analyzes discipline/behavior data, monitors attendance data, and plans accordingly, provides support to teachers with classroom management and social/emotional skills, provides character education and coordinates incentive programs, works closely with MTSS Coach developing behavior plans for scholars.

Math/Science Coach: provides guidance on district/school Math/Science plans, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based and standards-based instructional planning, and supports our lower level scholars with STEAM activities.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
L. Betancourt	Education Support Employee
L. Miller	Principal
D. Rowe	Teacher
J. Oliveira	Teacher
Angel Robinson	Parent
Dawn Hutching	Parent
Krissy Mack	Parent
Susanne Knapp	Teacher
Kim Maise	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

All SAC members discussed and analyzed the 2016-17 School Improvement Plan. Based on this analysis, the 2017-18 School Improvement Plan was prepared, in order to fulfill Apopka's Elementary goals for this school year.

b. Development of this school improvement plan

The involvement of SAC is to develop and review climate surveys from students, teachers, and parents of Apopka Elementary. The findings of the climate surveys assist in developing goals for the needs of the school. The SAC will review school grade data from the prior school year to assist in developing action plans for the current school year. Prior to the submission of the school improvement plan from the school district, the SAC will review the plan and conduct a vote by SAC members for acceptance of the plan for the current school year.

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

For the 2016-17 school year Apopka Elementary did not qualify to receive school improvement funds.

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

N/A

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
Dyches, Carol	Instructional Coach
Maise, Kimberly	Instructional Media
Miller, Lukeshia	Principal
Montgomery, James	Assistant Principal
Ansine, Geraldine	Instructional Coach
Redel, Karen	Instructional Coach

b. Duties

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

The major initiatives of the LLT this year will be to develop activities that will infuse literacy and increase vocabulary across the curriculum through media, technology, extended media, Accelerated Reader, book fairs, literacy nights and extra-curricular activities with emphasize literacy. These activities will be planned in conjunction with other school-wide events to maximize potential parent participation.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

At Apopka Elementary teachers pursue a course of action together involving such things as team teaching, collaborative planning, professional learning communities, peer coaching, peer observations, mentoring, and action research. In these organized ways, teachers have the opportunity to work together, get to know each other, and build on collegial relationships.

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

Apopka Elementary provides a high-quality mentoring program that supports and welcomes beginning and new to Apopka teachers alike. Apopka Elementary also provides numerous professional development opportunities, as well as modeling of lessons and co-teaching in the classroom. Apopka Elementary also implements functioning and effective Professional Learning Communities for teachers to collaborate together on a weekly basis. Apopka Elementary recruits teachers through OCPS Job fairs and keeping our school's web-site up to date with our school's activities and assessment results. Community involvement through school based volunteers, PTA, SAC, and school based clubs implementing service projects assists in promoting recruitment of teachers by indicating the academic and social development growth of the scholars at Apopka Elementary. University of Central Florida assigns college level interns on a yearly basis to Apopka Elementary. Many of the interns assigned to our school will find a job within OCPS and Apopka Elementary.

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

Karen Redel is our Teacher Mentoring Program coordinator. The committee is responsible for mentoring/training teachers who are new to the school, or new to a grade level. The goal is to provide support and build positive relationships through mentoring. Mentors hold weekly meetings, model lessons, co-teach, team build, and analyze data together throughout the year.

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.

To ensure our core instructional programs and materials are aligned to Florida Standards we require teachers to use the backwards design which consist of the following 3 stages of planning: desired results, evidence, and learning plan. During Stage 1, teachers first unpack the standard to determine what students need to understand, know, and do in order to reach the desired results. Teachers use the Florida Standards Item Specs to create common formative assessments. During Stage 2 of the planning stage, teachers design assessment prompts to provide evidence of students' understanding. The evidence will be collected through performance task, observations, oral or written assignments. Finally, during Stage 3 teachers design and plan learning experiences and instruction that will enable students to achieve the desired results. At this point teachers are prepared to evaluate and determine which instructional components from the core curriculum and other resources to engage, equip, and provide experience and opportunities for students to revise and evaluate their work. Teachers must also consider how the learning activities will be modified to meet the needs of all students and indicate modifications in their lesson plans. Each grade level has weekly common planning with the Academic Coaches. The specialist collaborates with teachers while planning, assisting with recommending, and locating resources and by providing teachers with additional researched based instructional strategies. Accountability through walkthroughs, feedback, data review, and joint PLC planning.

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.

In order to ensure that the diverse needs of students are met we use assessments to screen, diagnose, and progress monitor. MAP (K-2), FSA (3-5), and iReady Reading/Math (K-5) results are currently used to screen our lowest 25% in third grade and DRA K-2. The Administration, reading coach, MTSS coach, Data team committee, along with classroom teachers analyze the results of the screening assessments after they are administered. Students performing at one or more years below grade level on the FSA, and/or iReady screener are then administered a DRA for our lowest 30% 3-5 scholars, which is used to diagnose a student's difficulties in reading. The master schedule includes a school-wide intervention. At this time all instructional and paraprofessionals have been assigned a small-group based on reading skills need. The MTSS team used the diagnostics from iReady and DRAs to group students and prescribe interventions. Students reading at or above grade level receive i-Ready textbook. Tier ii students are progressed monitored weekly during interventions. The assessment tools used to progress monitor include running records, and iReady. In addition to our school-wide intervention block teachers are required to follow the model for Florida's 90 minute reading block which requires that teachers to meet with students reading below grade level 4-5 times weekly. The reading coach and leadership team conducts daily walkthroughs in each grade level to ensure that the 90 minute reading block is evident in each classroom.

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: 7,200

Apopka hosts before and after school tutoring program to target students with high needs in our core subjects of reading, math, and science. Tutoring is offered 2 times per week at 90 minutes per session in the afternoon and 2 times per week at 60 minutes per session in morning of each week. Tutoring takes place from September to April. Research based material is used by highly qualified personnel for instruction.

Strategy Rationale

FSA data reflected the lack of support provided to the lowest 255 students the prior year.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dyches, Carol, carol.dyches@ocps.net

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

Data will be collected through progress monitoring. We will use common assessments, as well as the assessments from the intervention programs to monitor effectiveness and to make necessary changes in the instructional plan.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Apopka Elementary School seeks the input from all area preschool programs. It is our hope that through open lines of communication we can receive academic/behavioral student information from the programs, while keeping our families abreast of our summer kindergarten orientation. Individual tours are also given to interested families throughout the year to assist in the transition to kindergarten.

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.

Apopka Elementary seeks to promote college and career readiness with our scholars. It is the expectation that faculty members of Apopka Elementary develop a common language with students as referring them as, "Scholars". It is the expectation that the scholars of Apopka Elementary will be exposed to the resources that are available to them when seeking to fulfill their education requirements. These resources will consist of field trips to area Orange County Tech school centers, State Colleges, and Local Universities. These opportunities will assist our scholars in making college and career goals.

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

N/A

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

N/A

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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.** Apopka Elementary will increase ELA, Mathematics, and Science Proficiency in all subgroups.
- G2.** Apopka Elementary School will increase ELA and Mathematics learning gains in the lowest 25%.
- G3.** Apopka Elementary School will increase ELA and Mathematics learning gains in the top 25%.

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. Apopka Elementary will increase ELA, Mathematics, and Science Proficiency in all subgroups. 1a

G094519

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	60.0
Math Achievement District Assessment	75.0
Science Achievement District Assessment	65.0
FSA ELA Achievement - ELL	35.0
FSA ELA Achievement - SWD	25.0
FSA ELA Achievement - Economically Disadvantaged	50.0
FSA ELA Achievement - Hispanic	50.0
FSA ELA Achievement - Black/African American	60.0
FSA ELA Achievement - White	60.0
FSA ELA Achievement - Two or More Races	70.0

Targeted Barriers to Achieving the Goal 3

- Upon reflecting on students' overall data, it has been identified that our school needs to provide science inquiry lessons with fidelity and consistency in grades K-5
- Upon reflecting on students' overall data, it has been identified that our school needs to provide intense focus on phonics based instruction with fidelity and consistency in grades K-5

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Coaches
- Project Lead the Way
- Curriculum Resource Materials (CRM)
- Academic Coach's conduct Classroom Walk Through (CWT), provide feedback in I-Observation
- After School Science Programs
- Enrichment Labs
- Extracurricular Labs
- I-Ready data walls with intense focus on grade level passing rate of I-Ready lessons.

Plan to Monitor Progress Toward G1. 8

Administrators, coaches, teachers, students, parent, and community leaders will be part of this progress monitoring process. We will work together as a team in order to ensure students' academic achievements are evident throughout the school year through the accessibility of science inquiry lessons and labs with manipulatives

Person Responsible

James Montgomery

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Evidence will be provided from academic coaches conducting walk through (CWT), feedback in i-Observation, and monitoring of student performance on common formative science assessments.

Plan to Monitor Progress Toward G1. 8

School wide data plan, including I-Ready lesson passed and core progress monitoring assessment results

Person Responsible

James Montgomery

Schedule

Quarterly, from 9/18/2017 to 5/21/2018

Evidence of Completion

Monthly data meetings to review the students performance on I-Ready lessons passed to determine they are meeting growth expectations from BOY-MOY-EOY diagnostic assessments.

G2. Apopka Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. 1a

G094520

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers at Apopka Elementary are challenged by the inclusion of the resources involved in purposeful planning and effective delivery during small group instruction while implementing core curriculum.
- Coaches focused on student support services through tiered groups, while instructional coaching support was moderate.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Administration and Academic Coaches/Resource Teachers will be used to eliminate the barriers.
- The Marzano's Instructional Framework will be a resource tool used school-wide to eliminate the barriers.
- The provided resources in the iObservation instrument will be used to eliminate the barriers.
- OCPS Professional Development Online Resources will be used to eliminate the barriers.
- Utilize Resources that are available through Curriculum Resource Materials (CRM)
- I-Ready Lessons and Tool kits
- Tracking itemized student data for core instruction through I-Ready

Plan to Monitor Progress Toward G2. 8

Throughout the year, grade level created common assessments, (both formative and summative) will be collected and reviewed.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Evidence will be provided from student data, Professional Learning Community notes, data meeting notes, and Marzano observations.

G3. Apopka Elementary School will increase ELA and Mathematics learning gains in the top 25%. 1a

G094521

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	65.0
Math Gains District Assessment	75.0

Targeted Barriers to Achieving the Goal 3

- Upon reflecting on students' overall data, it has been identified that our school needs to provide additional enrichment opportunities for ELA and Math to the top 25% of students with fidelity and consistency in grades K-5.
- Upon reflecting on students' overall data, it has been identified that our school provides a limited amount of focal attention for the top 25% of students when compared to the lowest 25% of students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student Support Services Team
- College and Career Readiness/Enrichment committee
- After School Science Programs
- Parental Engagement Liaison
- Project the Lead Way
- Curriculum Resource Materials (CRM)
- Academic Coach's conduct Classroom Walk Through (CWT), provide feedback in i-Observation

Plan to Monitor Progress Toward G3. 8

Administrators, coaches, teachers, students, parent, and community leaders will be part of this progress monitoring process. We will work together as a team in order to ensure students' academic achievements are evident throughout the school year through the accessibility of science inquiry lessons and labs with manipulatives

Person Responsible

James Montgomery

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Evidence will be provided from academic coach's conducting walk-through (CWT), feed back in i-Observation, and monitoring of student performance on common formative science assessments.

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. Apopka Elementary will increase ELA, Mathematics, and Science Proficiency in all subgroups. 1

G094519

G1.B1 Upon reflecting on students' overall data, it has been identified that our school needs to provide science inquiry lessons with fidelity and consistency in grades K-5 2

B253884

G1.B1.S1 Classroom teacher will implement science inquiry lessons in grades K-5 on a weekly basis 4

S268209

Strategy Rationale

Intense focus on science lesson activities in grades K-5 will assist with enhancing student performance on Science based assessments

Action Step 1 5

Administrators will increase the level of accountability and monitoring for all instructional staff members

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Classroom Walk Through (CWT) i-Observation feedback

Action Step 2 5

Administrators will establish assigned days and times for staff members to conduct common planning within their Professional Learning Communities

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/14/2017 to 6/4/2018

Evidence of Completion

Data meetings will be conducted on a monthly basis to review student academic achievement results on formative assessments and I-Ready Diagnostic assessments.

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

Weekly meetings to discuss data and support provided to teachers and students by Leadership team and Student Support Services team

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Evidence will be provided from i-Observation and Leadership Team (LTM) notes

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

Academic Coach's and School Administration will be assigned to Professional Learning Communities to monitor the fidelity of common planning.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Evidence will be provided from Data meetings for reviewing Common Assessments and I-Ready diagnostic results.

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

Analyze students and teacher data to determine what effect the use of outside science based labs, enrichment, and inquiry lessons has on student achievement

Person Responsible

Geraldine Ansine

Schedule

Monthly, from 9/11/2017 to 4/30/2018

Evidence of Completion

Evidence will be provided from Science progress monitoring and Common Formative assessments

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

Academic coach's will conduct classroom walk through's to monitor the effectiveness of the implementation of the lesson activities that were developed from common planning within the Professional Learning Community

Person Responsible

James Montgomery

Schedule

Weekly, from 8/28/2017 to 4/23/2018

Evidence of Completion

Classroom Walk through schedule with strategic feedback included within I-Observation

G1.B1.S2 Promoting Science among English Language Learners (P-SELL) will be implemented within the science curriculum for 5th grade students **4**

 S268210

Strategy Rationale

Intense focus on science lesson activities in grades K-5 will assist with enhancing student performance on Science based assessments

Action Step 1 **5**

Students will have more opportunities to be engaged in science based enrichment activities (e.g. STEM, Project Lead the Way, enrichment labs, extracurricular labs.

Person Responsible

Geraldine Ansine

Schedule

Biweekly, from 8/28/2017 to 4/30/2018

Evidence of Completion

The evidence will be based on student performance on Common Formative Assessment and progress monitoring assessments for Science.

Action Step 2 **5**

Students will participate in standards based level of instruction through P-SELL curriculum

Person Responsible

Geraldine Ansine

Schedule

Daily, from 10/16/2017 to 5/14/2018

Evidence of Completion

Daily Exit slips from teachers will identify if students are reaching the desired effect of the lesson from P-SELL

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Weekly Classroom walk through (CWT) by Academic Coach's and School Administration

Person Responsible

Geraldine Ansine

Schedule

Weekly, from 9/11/2017 to 5/25/2018

Evidence of Completion

The evidence will be collected from i-observation feedback and weekly discussions from Leadership Team meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Common Planning with intent focus on P-SELL curriculum through Professional Learning Community meetings

Person Responsible

Geraldine Ansine

Schedule

Weekly, from 10/2/2017 to 5/7/2018

Evidence of Completion

Science based common assessment results will be reviewed at monthly data meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Analyze Student data from Common Assessments and progress monitoring assessments for Science

Person Responsible

Geraldine Ansine

Schedule

Quarterly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Student assessment results from CFA's and progress monitoring results from Science based inquiry lessons

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Science based activities through labs, whole group, and small group instruction with intent focus from (P-SELL) curriculum.

Person Responsible

Geraldine Ansine

Schedule

Monthly, from 10/9/2017 to 4/23/2018

Evidence of Completion

Exit slips assessment findings from students reaching the desired effect of the lesson.

G1.B2 Upon reflecting on students' overall data, it has been identified that our school needs to provide intense focus on phonics based instruction with fidelity and consistency in grades K-5 **2**

 B253885

G1.B2.S1 Implement Core/PAST assessments grades K-3 to identify phonics reading deficits in students **4**

 S268211

Strategy Rationale

Third grade student are lacking phonics skills that are impacting their reading proficiency.

Action Step 1 **5**

The CORE progress monitoring assessments will assist in determining if students are progressing within the CORE continuum and reaching reading proficiency status.

Person Responsible

Karen Redel

Schedule

Monthly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Monthly MTSS meetings, Data meetings, PLC meetings.

Action Step 2 **5**

K-Pals, 1-Pals, and Phonics for Reading curriculum will be available for teachers to use within their intervention block and small group instruction for students who exhibited a need of support from the CORE assessments.

Person Responsible

Karen Redel

Schedule

Weekly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Progress monitoring probes from CORE assessments will be administered to students on a weekly basis to identify the students academic growth within the phonics continuum.

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

Leadership Team meetings to monitor the progress of the data meetings

Person Responsible

Lukeshia Miller

Schedule

Biweekly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Leadership Team Meeting notes and Individual Teacher profile meetings.

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

Academic Coach's and School Administration will conduct classroom walkthroughs

Person Responsible

James Montgomery

Schedule

Daily, from 9/18/2017 to 4/23/2018

Evidence of Completion

Classroom walk through, Common Planning within Professional Learning Communities, and review of CORE progress monitoring assessments (Data meetings/PLC)

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

Analyze student data to determine the limited number of students identified profile 1 and 2 of I-Ready Diagnostic assessments

Person Responsible

Carol Dyches

Schedule

Quarterly, from 9/11/2017 to 5/25/2018

Evidence of Completion

I-Ready profile reports from BOY, MOY, and EOY assessments for ELA and Math

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

Intervention and small group instruction groups of students will be modified to adjust the level of instruction for the needs of the students

Person Responsible

Karen Redel

Schedule

Quarterly, from 9/18/2017 to 5/31/2018

Evidence of Completion

CORE assessment progress monitoring probes assessment results will assist in determining the adjustment of intervention and small group instruction of students.

G1.B2.S2 Analyze I-Ready ELA and MATH diagnostic assessments to identify profile 1 and 2 students to provide appropriate level of instructional support 4

S268212

Strategy Rationale

Intense focus of providing student incentives for passing I-Ready reading lessons.

Action Step 1 5

School Wide Data walls indicating classrooms of students earning passing rates of I-Ready lessons

Person Responsible

Carol Dyches

Schedule

Biweekly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Diagnostic reports indicating students with passing rates of I-Ready lessons.

Action Step 2 5

Common Planning within Professional Learning Communities will be in area of focus to provide small group and intervention instruction for students who performed in profile 1 and profile 2 from I-Ready diagnostic assessments.

Person Responsible

Carol Dyches

Schedule

Weekly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Growth Monitoring from I-Ready assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Professional Learning Community meetings with Vertical planning across grade levels

Person Responsible

Carol Dyches

Schedule

Quarterly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Time usage reports from I-Ready, lessons passed, and appropriate level of instructional support for the needs of students

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Academic Coach's and school administration will be included within the common planning of professional learning communities to ensure small group and intervention instruction have students grouped with common level of needs

Person Responsible

Carol Dyches

Schedule

Weekly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Daily exit slips for checking students understanding of the focus of the lesson

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Professional Development of I-Ready data reports

Person Responsible

Lukeshia Miller

Schedule

Monthly, from 9/11/2017 to 5/25/2018

Evidence of Completion

The fluidity of small group instruction based on I-ready growth monitoring assessment reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Teachers will be scheduled to attend monthly data meetings

Person Responsible

Lukeshia Miller

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

Review of small group and intervention block lesson plans and I-Ready data reports to determine students are making sufficient academic growth

G2. Apopka Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. 1

G094520

G2.B1 Teachers at Apopka Elementary are challenged by the inclusion of the resources involved in purposeful planning and effective delivery during small group instruction while implementing core curriculum. 2

B253886

G2.B1.S1 Grade level teams will work with Academic Coaches in monitoring the implementation of standards-based lessons, small group instruction, and common assessments during weekly Professional Learning Communities. 4

S268213

Strategy Rationale

Teachers are being asked to plan, implement, and achieve success with rigorous standards. However, data indicates weakness in the effective delivery of Tier 1 small group instruction. Administration and Academic Coaches will ensure that coaching opportunities, instructional rounds, professional development, mentoring, and support are provided to all instructional personnel in order to achieve academic goals.

Action Step 1 5

Time will be dedicated for all grade level to have weekly Professional Learning Communities, standards-based lesson planning, and data analysis meetings.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

The evidence will be provided from Professional Learning Community meeting notes, standards-based lesson plans, and classroom observations.

Action Step 2 5

Targeted and differentiated professional development and coaching support will be provided based on individualized teacher's needs.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Evidence for coaching support and implementation of differentiated professional development based on teacher performance and instructional trends will be provided from Academic Coaches/Resource Teachers through support logs and individual data chats.

Action Step 3 5

School-wide professional development on standards based planning and rigorous instructional practices will be provided for all instructional personnel and classroom staff.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Evidence will be provided from Leadership Team meeting notes, the Academic Coaches/Resource Teachers support form, standards-based lesson plans, and iObservation feedback and ratings.

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

Administration will have weekly meetings, focusing on standards based planning, instructional strategies, lesson planning, feedback from District Professional Learning Community training, and data monitoring with Academic Coaches/Resource Teachers.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Evidence will be provided from Leadership Team meetings notes and from the Academic Coaches/Resource Teachers support notes.

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

Grade level teachers will develop standards-based lesson plans based on the development of common formative assessments.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Individual student data cards will be updated from I-Ready diagnostic results and common formative assessments. The data cards will be reviewed at monthly meetings with academic coach's and school administration.

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

Individual Data cards will be used to drive the transfer of instruction within small and intervention groups.

Person Responsible

Carol Dyches

Schedule

Weekly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Based on the assessment results of individual data cards, the fluidity of small group instruction will be prevalent.

G2.B1.S2 Grade level teams will identify lowest 25% students from I-Ready diagnostic assessments and CORE (phonics assessments) to form intervention and small group instruction 4

 S268214

Strategy Rationale

I-Ready diagnostic assessment will identify profile 1 students who have phonics deficiency.

Action Step 1 5

K-3 grade level teams will form intervention groups based on CORE assessments, 3-5 will monitor students who are identified in profiles 1-2 of I-Ready assessments

Person Responsible

Karen Redel

Schedule

Quarterly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Progress monitoring from CORE and I-Ready assessments will assist in identifying the lowest 25% students' academic growth throughout the school year.

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

Classroom Walk Throughs focused on phonics and differentiated level of instruction

Person Responsible

Karen Redel

Schedule

Weekly, from 9/11/2017 to 4/30/2018

Evidence of Completion

Documented feed back towards teachers in i-observation monitoring the level of instruction the lowest 25% of students are receiving in small group and intervention blocks of instruction.

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

MTSS meetings with grade level teams to monitor lowest 25% students who receive MTSS tiered level of support

Person Responsible

Karen Redel

Schedule

Monthly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Teachers will continually update individual progress monitoring data folders for students based on PAST, CORE, and/or Phonics for Reading data.

G2.B2 Coaches focused on student support services through tiered groups, while instructional coaching support was moderate. 2

 B253887

G2.B2.S1 Administrators will conduct teacher conferences where a common language is used to better understand the usage of Marzano's Taxonomy, higher order questioning, and thinking skills. Lesson planning support will be provided during pre-conferences to help teachers integrate and use these to their plans. 4

 S268215

Strategy Rationale

Administration will ensure that coaching opportunities, instructional rounds, professional development, mentoring, and support is provided to all instructional personnel in order to achieve academic goals before, during, and after instructional times.

Action Step 1 5

Administrators will conduct quarterly teacher conferences to support teachers' in-depth usage of Marzano's Taxonomy and higher order questioning skills.

Person Responsible

Lukeshia Miller

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

The evidence will be provided from iObservation with an intentional focus on coaching feedback and rating based on standards-based instruction and students' academic data.

Action Step 2 5

Administrators will continuously monitor iObservation reports and teacher feedback on conferences.

Person Responsible

Lukeshia Miller

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

The evidence will be provided from iObservation and individual data chats.

Action Step 3 5

Instructional staff's final evaluation scores will be used as data to identify effectiveness of feedback provided.

Person Responsible

Lukeshia Miller

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

The evidence will be provided from iObservation and student academic data.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administrators will continuously monitor iObservation reports and teacher feedback on conferences.

Person Responsible

Lukeshia Miller

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

The evidence will be provided from iObservation and individual data chats.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Instructional staffs' final evaluation scores will be used as data to identify effectiveness of feedback provided.

Person Responsible

Lukeshia Miller

Schedule

Annually, from 8/7/2017 to 6/1/2018

Evidence of Completion

The evidence will be provided from individual student data cards and I-Ready Diagnostic assessments (BOY-MOY-EOY)

G2.B2.S2 Master schedule has been given opportunity for teachers for itemized (e.g, 15 minutes of phonics instruction) instruction to support the needs of our lowest 25% students. 4

S268216

Strategy Rationale

To ensure an outline for core instructional minutes.

Action Step 1 5

Teachers will have instructional resources through K-pals, 1-pals, and phonics for reading during the allotted amount of time.

Person Responsible

Karen Redel

Schedule

Weekly, from 9/18/2017 to 5/21/2018

Evidence of Completion

Progress monitoring assessments through CORE probes

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Classroom walk through's from academic coach's and school administration

Person Responsible

Carol Dyches

Schedule

Weekly, from 9/18/2017 to 5/31/2018

Evidence of Completion

I-Ready data growth monitoring reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Common planning through Professional Learning Communities

Person Responsible

Carol Dyches

Schedule

Weekly, from 9/18/2017 to 5/21/2018

Evidence of Completion

Core and I-Ready growth monitoring data will be analyzed within PLC's to ensure students are being grouped for instruction

G3. Apopka Elementary School will increase ELA and Mathematics learning gains in the top 25%. 1

G094521

G3.B1 Upon reflecting on students' overall data, it has been identified that our school needs to provide additional enrichment opportunities for ELA and Math to the top 25% of students with fidelity and consistency in grades K-5. 2

B253888

G3.B1.S1 Administrators, Academic Coaches, Student Support Services team, and teachers will monitor implementation of enrichment lessons within the ELA and Math block in grades K-5. 4

S268217

Strategy Rationale

Teachers will be monitored to ensure top 25% of students are receiving differentiated level of instruction in the ELA and Math blocks

Action Step 1 5

Administrators will increase the level of accountability and monitoring for all instructional staff members.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Evidence for coaching support, implementation of inquiry based science labs in grades K-5.

Action Step 2 5

Students will have more opportunities to be engaged in enrichment activities (e.g, STEM, Project Lead the Way, extracurricular labs).

Person Responsible

Lukeshia Miller

Schedule

Biweekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

The evidence will be based on student performance on Common Formative Assessment and progress monitoring assessments for ELA and Math.

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

Common Planning through Professional Learning Community meetings with intent focus of targeting the top 25% students within small group and intervention blocks.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Student evidence from teacher based exit slips and common formative assessments verify students are continuing to make academic gains.

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

Classroom walk through's by academic coach's school administration during after school club's, enrichment intervention blocks, and differentiated instruction for small group instruction

Person Responsible

Lukeshia Miller

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Evidence will be provided by review of individual data cards during data meetings. Individual data cards will reflect student performance from I-Ready diagnostic assessments and Common Formative assessments.

G3.B1.S2 Administrators, instructional staff, and students will understand and track itemized student data through various data forms. 4

 S268218

Strategy Rationale

The need to incorporate student profile meetings with individual teachers, grade level data meetings, professional learning community meetings with involvement of school administration and academic coach's.

Action Step 1 5

A solid data driven intervention and enrichment plan will be in place for the whole school.

Person Responsible

Lukeshia Miller

Schedule

Biweekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Evidence will be based on academic student notebooks.

Action Step 2 5

Provide student incentive recognition based on performance and student learning growth on overall data.

Person Responsible

Carol Dyches

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Evidence will be based on academic student notebooks

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Data will be analyzed during weekly data meetings. Students will be monitored closely by teachers and administrators.

Person Responsible

Lukeshia Miller

Schedule

Biweekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Evidence will be provided from student data, common formative assessment data, SMS, and EDW.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Progress on academic data will be monitored and used to provide enrichment opportunities for all students.

Person Responsible

Lukeshia Miller

Schedule

Biweekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Evidence will be provided from common formative assessment data, MTSS data, SMS, and EDW.

G3.B2 Upon reflecting on students' overall data, it has been identified that our school provides a limited amount of focal attention for the top 25% of students when compared to the lowest 25% of students **2**

 B253889

G3.B2.S1 Administrators, Academic Coach's, and instructional staff will spend intense focus on I-Ready profile data through school wide and classroom data walls. **4**

 S268219

Strategy Rationale

Monitoring the growth of the top 25% from BOY, MOY, and EOY I-Ready assessments.

Action Step 1 5

Academic Coach's will monitor I-Ready performance of top 25% of students

Person Responsible

Carol Dyches

Schedule

Quarterly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Instructional Profile reports from I-Ready, monitor to see if students in top 25% are making continual growth in ELA and Math.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

School Administration & Academic Coach's will conduct classroom observations during intervention blocks of the school day

Person Responsible

Carol Dyches

Schedule

Weekly, from 9/5/2017 to 4/30/2018

Evidence of Completion

Classroom I-Ready data will be posted indicating students passing rate for I-Ready lessons. Students will be given incentives for the amount of I-Ready lessons are passed each 9 weeks grading period.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

School Administration and Academic Coach's will attend regularly scheduled Professional Learning Community meetings (PLC's)

Person Responsible

Carol Dyches

Schedule

Weekly, from 9/5/2017 to 5/25/2018

Evidence of Completion

Grade Level PLC notes indicating the level of instruction of enrichment activities for ELA and Math that is provided in intervention groups for top 25% of students.

G3.B2.S2 Administrators, Academic Coach's, and Instructional staff will provide enrichment opportunities to enhance academic growth of top 25% of students. 4

 S268220

Strategy Rationale

After School enrichment clubs provide will incentives for top 25% of students to excel academically

Action Step 1 5

5th grade Robotics Club

Person Responsible

Geraldine Ansine

Schedule

Biweekly, from 8/28/2017 to 3/16/2018

Evidence of Completion

5th grade team will provide after school enrichment activities for

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Administration and Academic Coach's will monitor fidelity of the Robotics club

Person Responsible

Geraldine Ansine

Schedule

Biweekly, from 8/28/2017 to 3/16/2018

Evidence of Completion

Student Data, teacher observations, student interviews

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

After school classroom walk through observations by school administration and Academic Coach's

Person Responsible

Carol Dyches

Schedule

Biweekly, from 8/28/2017 to 3/16/2018

Evidence of Completion

Science based common assessment results will be made available at grade level data meetings to identify students rate of growth who attend after school enrichment clubs.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B2.S2.MA1 M381411	After school classroom walk through observations by school administration and Academic Coach's	Dyches, Carol	8/28/2017	Science based common assessment results will be made available at grade level data meetings to identify students rate of growth who attend after school enrichment clubs.	3/16/2018 biweekly
G3.B2.S2.MA1 M381412	Administration and Academic Coach's will monitor fidelity of the Robotics club	Ansine, Geraldine	8/28/2017	Student Data, teacher observations, student interviews	3/16/2018 biweekly
G3.B2.S2.A1 A357072	5th grade Robotics Club	Ansine, Geraldine	8/28/2017	5th grade team will provide after school enrichment activities for	3/16/2018 biweekly
G1.B1.S1.MA4 M381378	Academic coach's will conduct classroom walk through's to monitor the effectiveness of the...	Montgomery, James	8/28/2017	Classroom Walk through schedule with strategic feedback included within I-Observation	4/23/2018 weekly
G1.B2.S1.MA3 M381388	Academic Coach's and School Administration will conduct classroom walkthroughs	Montgomery, James	9/18/2017	Classroom walk through, Common Planning within Professional Learning Communities, and review of CORE progress monitoring assessments (Data meetings/PLC)	4/23/2018 daily
G1.B1.S2.MA4 M381382	Science based activities through labs, whole group, and small group instruction with intent focus...	Ansine, Geraldine	10/9/2017	Exit slips assessment findings from students reaching the desired effect of the lesson.	4/23/2018 monthly
G1.B1.S1.MA1 M381377	Analyze students and teacher data to determine what effect the use of outside science based labs,...	Ansine, Geraldine	9/11/2017	Evidence will be provided from Science progress monitoring and Common Formative assessments	4/30/2018 monthly
G3.B2.S1.MA1 M381410	School Administration & Academic Coach's will conduct classroom observations during intervention...	Dyches, Carol	9/5/2017	Classroom I-Ready data wall be posted indicating students passing rate for I-Ready lessons. Students will be given incentives for the amount of I-Ready lessons are passed each 9 weeks grading period.	4/30/2018 weekly
G1.B1.S2.A1 A357053	Students will have more opportunities to be engaged in science based enrichment activities (e.g....	Ansine, Geraldine	8/28/2017	The evidence will be based on student performance on Common Formative Assessment and progress monitoring assessments for Science.	4/30/2018 biweekly
G2.B1.S2.MA1 M381399	Classroom Walk Throughs focused on phonics and differentiated level of instruction	Redel, Karen	9/11/2017	Documented feed back towards teachers in i-observation monitoring the level of instruction the lowest 25% of students are receiving in small group and intervention blocks of instruction.	4/30/2018 weekly
G1.B1.S2.MA3 M381384	Common Planning with intent focus on P-SELL curriculum through Professional Learning Community...	Ansine, Geraldine	10/2/2017	Science based common assessment results will be reviewed at monthly data meetings.	5/7/2018 weekly
G1.B1.S2.A2 A357054	Students will participate in standards based level of instruction through P-SELL curriculum	Ansine, Geraldine	10/16/2017	Daily Exit slips from teachers will identify if students are reaching the desired effect of the lesson from P-SELL	5/14/2018 daily
G1.MA2 M381394	School wide data plan, including I-Ready lesson passed and core progress monitoring assessment...	Montgomery, James	9/18/2017	Monthly data meetings to review the students performance on I-Ready lessons passed to determine they are meeting growth expectations from BOY-MOY-EOY diagnostic assessments.	5/21/2018 quarterly
G2.B2.S2.MA1 M381402	Common planning through Professional Learning Communities	Dyches, Carol	9/18/2017	Core and I-Ready growth monitoring data will be analyzed within PLC's to ensure students are being grouped for instruction	5/21/2018 weekly

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Apopka Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.A1 A357066	Teachers will have instructional resources through K-pals, 1-pals, and phonics for reading during...	Redel, Karen	9/18/2017	Progress monitoring assessments through CORE probes	5/21/2018 weekly
G1.B1.S1.MA1 M381379	Weekly meetings to discuss data and support provided to teachers and students by Leadership team...	Miller, Lukeshia	8/28/2017	Evidence will be provided from i-Observation and Leadership Team (LTM) notes	5/25/2018 weekly
G1.B1.S1.A1 A357051	Administrators will increase the level of accountability and monitoring for all instructional staff...	Miller, Lukeshia	8/28/2017	Classroom Walk Through (CWT) i-Observation feedback	5/25/2018 weekly
G1.B2.S1.MA1 M381385	Analyze student data to determine the limited number of students identified profile 1 and 2 of...	Dyches, Carol	9/11/2017	I-Ready profile reports from BOY, MOY, and EOY assessments for ELA and Math	5/25/2018 quarterly
G1.B2.S1.MA1 M381387	Leadership Team meetings to monitor the progress of the data meetings	Miller, Lukeshia	9/11/2017	Leadership Team Meeting notes and Individual Teacher profile meetings.	5/25/2018 biweekly
G1.B2.S1.A1 A357055	The CORE progress monitoring assessments will assist in determining if students are progressing...	Redel, Karen	9/5/2017	Monthly MTSS meetings, Data meetings, PLC meetings.	5/25/2018 monthly
G3.B2.S1.MA1 M381409	School Administration and Academic Coach's will attend regularly scheduled Professional Learning...	Dyches, Carol	9/5/2017	Grade Level PLC notes indicating the level of instruction of enrichment activities for ELA and Math that is provided in intervention groups for top 25% of students.	5/25/2018 weekly
G3.B2.S1.A1 A357071	Academic Coach's will monitor I-Ready performance of top 25% of students	Dyches, Carol	9/11/2017	Instructional Profile reports from I-Ready, monitor to see if students in top 25% are making continual growth in ELA and Math.	5/25/2018 quarterly
G1.B1.S2.MA1 M381381	Analyze Student data from Common Assessments and progress monitoring assessments for Science	Ansine, Geraldine	9/11/2017	Student assessment results from CFA's and progress monitoring results from Science based inquiry lessons	5/25/2018 quarterly
G1.B1.S2.MA1 M381383	Weekly Classroom walk through (CWT) by Academic Coach's and School Administration	Ansine, Geraldine	9/11/2017	The evidence will be collected from i-observation feedback and weekly discussions from Leadership Team meetings.	5/25/2018 weekly
G1.B2.S2.MA1 M381389	Professional Development of I-Ready data reports	Miller, Lukeshia	9/11/2017	The fluidity of small group instruction based on I-ready growth monitoring assessment reports	5/25/2018 monthly
G1.B2.S2.MA1 M381391	Professional Learning Community meetings with Vertical planning across grade levels	Dyches, Carol	9/11/2017	Time usage reports from I-Ready, lessons passed, and appropriate level of instructional support for the needs of students	5/25/2018 quarterly
G1.B2.S2.A1 A357057	School Wide Data walls indicating classrooms of students earning passing rates of I-Ready lessons	Dyches, Carol	9/11/2017	Diagnostic reports indicating students with passing rates of I-Ready lessons.	5/25/2018 biweekly
G2.B1.S2.MA1 M381398	MTSS meetings with grade level teams to monitor lowest 25% students who receive MTSS tiered level...	Redel, Karen	9/11/2017	Teachers will continually update individual progress monitoring data folders for students based on PAST, CORE, and/or Phonics for Reading data.	5/25/2018 monthly
G2.B1.S2.A1 A357062	K-3 grade level teams will form intervention groups based on CORE assessments, 3-5 will monitor...	Redel, Karen	9/11/2017	Progress monitoring from CORE and I-Ready assessments will assist in identifying the lowest 25% students' academic growth throughout the school year.	5/25/2018 quarterly
G1.B2.S1.A2 A357056	K-Pals, 1-Pals, and Phonics for Reading curriculum will be available for teachers to use within...	Redel, Karen	9/5/2017	Progress monitoring probes from CORE assessments will be administered to students on a weekly basis to identify the students academic growth within the phonics continuum.	5/30/2018 weekly
G1.B1.S1.MA3 M381380	Academic Coach's and School Administration will be assigned to Professional Learning Communities to...	Miller, Lukeshia	8/14/2017	Evidence will be provided from Data meetings for reviewing Common	5/31/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Assessments and I-Ready diagnostic results.	
G1.B2.S1.MA4 M381386	Intervention and small group instruction groups of students will be modified to adjust the level of...	Redel, Karen	9/18/2017	CORE assessment progress monitoring probes assessment results will assist in determining the adjustment of intervention and small group instruction of students.	5/31/2018 quarterly
G2.B1.S1.MA3 M381396	Individual Data cards will be used to drive the transfer of instruction within small and...	Dyches, Carol	9/18/2017	Based on the assessment results of individual data cards, the fluidity of small group instruction will be prevalent.	5/31/2018 weekly
G1.B2.S2.MA4 M381390	Teachers will be scheduled to attend monthly data meetings	Miller, Lukeshia	8/28/2017	Review of small group and intervention block lesson plans and I-Ready data reports to determine students are making sufficient academic growth	5/31/2018 monthly
G1.B2.S2.MA3 M381392	Academic Coach's and school administration will be included within the common planning of...	Dyches, Carol	9/18/2017	Daily exit slips for checking students understanding of the focus of the lesson	5/31/2018 weekly
G1.B2.S2.A2 A357058	Common Planning within Professional Learning Communities will be in area of focus to provide small...	Dyches, Carol	9/18/2017	Growth Monitoring from I-Ready assessments	5/31/2018 weekly
G2.B2.S2.MA1 M381403	Classroom walk through's from academic coach's and school administration	Dyches, Carol	9/18/2017	I-Ready data growth monitoring reports	5/31/2018 weekly
G1.MA1 M381393	Administrators, coaches, teachers, students, parent, and community leaders will be part of this...	Montgomery, James	8/7/2017	Evidence will be provided from academic coaches conducting walk through (CWT), feedback in i-Observation, and monitoring of student performance on common formative science assessments.	6/1/2018 quarterly
G2.MA1 M381404	Throughout the year, grade level created common assessments, (both formative and summative) will be...	Miller, Lukeshia	8/7/2017	Evidence will be provided from student data, Professional Learning Community notes, data meeting notes, and Marzano observations.	6/1/2018 weekly
G3.MA1 M381413	Administrators, coaches, teachers, students, parent, and community leaders will be part of this...	Montgomery, James	8/7/2017	Evidence will be provided from academic coach's conducting walk-through (CWT), feed back in i-Observation, and monitoring of student performance on common formative science assessments.	6/1/2018 quarterly
G2.B1.S1.MA1 M381395	Grade level teachers will develop standards-based lesson plans based on the development of common...	Miller, Lukeshia	8/7/2017	Individual student data cards will be updated from I-Ready diagnostic results and common formative assessments. The data cards will be reviewed at monthly meetings with academic coach's and school administration.	6/1/2018 weekly
G2.B1.S1.MA1 M381397	Administration will have weekly meetings, focusing on standards based planning, instructional...	Miller, Lukeshia	8/7/2017	Evidence will be provided from Leadership Team meetings notes and from the Academic Coaches/Resource Teachers support notes.	6/1/2018 weekly
G2.B1.S1.A1 A357059	Time will be dedicated for all grade level to have weekly Professional Learning Communities,...	Miller, Lukeshia	8/7/2017	The evidence will be provided from Professional Learning Community meeting notes, standards-based lesson plans, and classroom observations.	6/1/2018 weekly
G2.B1.S1.A2 A357060	Targeted and differentiated professional development and coaching support will be provided based on...	Miller, Lukeshia	8/7/2017	Evidence for coaching support and implementation of differentiated professional development based on teacher performance and instructional trends will be provided from Academic Coaches/Resource Teachers through support logs and individual data chats.	6/1/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A3 A357061	School-wide professional development on standards based planning and rigorous instructional...	Miller, Lukeshia	8/7/2017	Evidence will be provided from Leadership Team meeting notes, the Academic Coaches/Resource Teachers support form, standards-based lesson plans, and iObservation feedback and ratings.	6/1/2018 weekly
G2.B2.S1.MA1 M381400	Instructional staffs' final evaluation scores will be used as data to identify effectiveness of...	Miller, Lukeshia	8/7/2017	The evidence will be provided from individual student data cards and I-Ready Diagnostic assessments (BOY-MOY-EOY)	6/1/2018 annually
G2.B2.S1.MA1 M381401	Administrators will continuously monitor iObservation reports and teacher feedback on conferences.	Miller, Lukeshia	8/7/2017	The evidence will be provided from iObservation and individual data chats.	6/1/2018 quarterly
G2.B2.S1.A1 A357063	Administrators will conduct quarterly teacher conferences to support teachers' in-depth usage of...	Miller, Lukeshia	8/7/2017	The evidence will be provided from iObservation with an intentional focus on coaching feedback and rating based on standards-based instruction and students' academic data.	6/1/2018 quarterly
G2.B2.S1.A2 A357064	Administrators will continuously monitor iObservation reports and teacher feedback on conferences.	Miller, Lukeshia	8/7/2017	The evidence will be provided from iObservation and individual data chats.	6/1/2018 quarterly
G2.B2.S1.A3 A357065	Instructional staff's final evaluation scores will be used as data to identify effectiveness of...	Miller, Lukeshia	8/7/2017	The evidence will be provided from iObservation and student academic data.	6/1/2018 quarterly
G3.B1.S1.MA1 M381405	Classroom walk through's by academic coach's school administration during after school club's,...	Miller, Lukeshia	9/5/2017	Evidence will be provided by review of individual data cards during data meetings. Individual data cards will reflect student performance from I-Ready diagnostic assessments and Common Formative assessments.	6/1/2018 quarterly
G3.B1.S1.MA1 M381406	Common Planning through Professional Learning Community meetings with intent focus of targeting the...	Miller, Lukeshia	8/7/2017	Student evidence from teacher based exit slips and common formative assessments verify students are continuing to make academic gains.	6/1/2018 weekly
G3.B1.S1.A1 A357067	Administrators will increase the level of accountability and monitoring for all instructional staff...	Miller, Lukeshia	8/7/2017	Evidence for coaching support, implementation of inquiry based science labs in grades K-5.	6/1/2018 weekly
G3.B1.S1.A2 A357068	Students will have more opportunities to be engaged in enrichment activities (e.g. STEM, Project...	Miller, Lukeshia	8/7/2017	The evidence will be based on student performance on Common Formative Assessment and progress monitoring assessments for ELA and Math.	6/1/2018 biweekly
G3.B1.S2.MA1 M381407	Progress on academic data will be monitored and used to provide enrichment opportunities for all...	Miller, Lukeshia	8/7/2017	Evidence will be provided from common formative assessment data, MTSS data, SMS, and EDW.	6/1/2018 biweekly
G3.B1.S2.MA1 M381408	Data will be analyzed during weekly data meetings. Students will be monitored closely by teachers...	Miller, Lukeshia	8/7/2017	Evidence will be provided from student data, common formative assessment data, SMS, and EDW.	6/1/2018 biweekly
G3.B1.S2.A1 A357069	A solid data driven intervention and enrichment plan will be in place for the whole school.	Miller, Lukeshia	8/7/2017	Evidence will be based on academic student notebooks.	6/1/2018 biweekly
G3.B1.S2.A2 A357070	Provide student incentive recognition based on performance and student learning growth on overall...	Dyches, Carol	8/7/2017	Evidence will be based on academic student notebooks	6/1/2018 weekly
G1.B1.S1.A2 A357052	Administrators will establish assigned days and times for staff members to conduct common planning...	Miller, Lukeshia	8/14/2017	Data meetings will be conducted on a monthly basis to review student academic achievement results on formative assessments and I-Ready Diagnostic assessments.	6/4/2018 weekly

V. Professional Development Opportunities

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

G2. Apopka Elementary School will increase ELA and Mathematics learning gains in the lowest 25%.

G2.B1 Teachers at Apopka Elementary are challenged by the inclusion of the resources involved in purposeful planning and effective delivery during small group instruction while implementing core curriculum.

G2.B1.S1 Grade level teams will work with Academic Coaches in monitoring the implementation of standards-based lessons, small group instruction, and common assessments during weekly Professional Learning Communities.

PD Opportunity 1

Targeted and differentiated professional development and coaching support will be provided based on individualized teacher's needs.

Facilitator

School based Administrators and Academic Coaches/Resource Teachers will help facilitate the meetings.

Participants

The active participants and target audience will be the classroom teachers.

Schedule

Weekly, from 8/7/2017 to 6/1/2018

PD Opportunity 2

School-wide professional development on standards based planning and rigorous instructional practices will be provided for all instructional personnel and classroom staff.

Facilitator

Academic Coaches/Resource Teachers will help facilitate the professional development.

Participants

The active participants and target audience will be the classroom teachers.

Schedule

Weekly, from 8/7/2017 to 6/1/2018

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	Administrators will increase the level of accountability and monitoring for all instructional staff members				\$0.00
2	G1.B1.S1.A2	Administrators will establish assigned days and times for staff members to conduct common planning within their Professional Learning Communities				\$0.00
3	G1.B1.S2.A1	Students will have more opportunities to be engaged in science based enrichment activities (e.g. STEM, Project Lead the Way, enrichment labs, extracurricular labs.				\$0.00
4	G1.B1.S2.A2	Students will participate in standards based level of instruction through P-SELL curriculum				\$0.00
5	G1.B2.S1.A1	The CORE progress monitoring assessments will assist in determining if students are progressing within the CORE continuum and reaching reading proficiency status.				\$0.00
6	G1.B2.S1.A2	K-Pals, 1-Pals, and Phonics for Reading curriculum will be available for teachers to use within their intervention block and small group instruction for students who exhibited a need of support from the CORE assessments.				\$0.00
7	G1.B2.S2.A1	School Wide Data walls indicating classrooms of students earning passing rates of I-Ready lessons				\$0.00
8	G1.B2.S2.A2	Common Planning within Professional Learning Communities will be in area of focus to provide small group and intervention instruction for students who performed in profile 1 and profile 2 from I-Ready diagnostic assessments.				\$0.00
9	G2.B1.S1.A1	Time will be dedicated for all grade level to have weekly Professional Learning Communities, standards-based lesson planning, and data analysis meetings.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	100-Salaries	1282 - Apopka Elementary	General Fund		\$1,500.00
10	G2.B1.S1.A2	Targeted and differentiated professional development and coaching support will be provided based on individualized teacher's needs.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	100-Salaries	1282 - Apopka Elementary	General Fund		\$1,500.00
11	G2.B1.S1.A3	School-wide professional development on standards based planning and rigorous instructional practices will be provided for all instructional personnel and classroom staff.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	100-Salaries	1282 - Apopka Elementary	General Fund		\$1,500.00
12	G2.B1.S2.A1	K-3 grade level teams will form intervention groups based on CORE assessments, 3-5 will monitor students who are identified in profiles 1-2 of I-Ready assessments				\$0.00

13	G2.B2.S1.A1	Administrators will conduct quarterly teacher conferences to support teachers' in-depth usage of Marzano's Taxonomy and higher order questioning skills.	\$0.00
14	G2.B2.S1.A2	Administrators will continuously monitor iObservation reports and teacher feedback on conferences.	\$0.00
15	G2.B2.S1.A3	Instructional staff's final evaluation scores will be used as data to identify effectiveness of feedback provided.	\$0.00
16	G2.B2.S2.A1	Teachers will have instructional resources through K-pals, 1-pals, and phonics for reading during the allotted amount of time.	\$0.00
17	G3.B1.S1.A1	Administrators will increase the level of accountability and monitoring for all instructional staff members.	\$0.00
18	G3.B1.S1.A2	Students will have more opportunities to be engaged in enrichment activities (e.g, STEM, Project Lead the Way, extracurricular labs).	\$0.00
19	G3.B1.S2.A1	A solid data driven intervention and enrichment plan will be in place for the whole school.	\$0.00
20	G3.B1.S2.A2	Provide student incentive recognition based on performance and student learning growth on overall data.	\$0.00
21	G3.B2.S1.A1	Academic Coach's will monitor I-Ready performance of top 25% of students	\$0.00
22	G3.B2.S2.A1	5th grade Robotics Club	\$0.00
Total:			\$4,500.00