

Orange County Public Schools

Aloma Elementary



2017-18 Schoolwide Improvement Plan

Aloma Elementary

2949 SCARLET RD, Winter Park, FL 32792

www.alomaes.ocps.net

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

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

**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 Aloma 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.

Teachers are encouraged to learn about their students and their culture during the first weeks of school through a variety of activities including Meet the Teacher and Open House. Our CCT, Marta Gonzalez-Garcia, collaborates with families and teachers to connect families with the teachers and staff to help with transitions into school and build relationships. Teachers meet with parents throughout the year to ensure that the students' needs are being met both in school and out of school. Our Global Studies program allows for students to share about their native language and culture with the entire school.

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

Student safety is our number one priority at Aloma Elementary. As such, specific guidelines have been set forth regarding afternoon dismissal and student pick up from our campus. Each student is greeted by a staff member as they arrive to school, fostering an environment where students not only feel respected, but feel cherished by the staff. During school, we have implemented the "Aloma Aloha" two finger gesture to allow students to be acknowledged by faculty and administrators during classroom visits or any time when talking is not permitted.

Professional development, practice and reflection are held on a monthly basis regarding safety and emergency procedures to ensure staff is confident if an emergency situation were to occur during school hours. The school also conducts a series of drills to allow students to practice procedures in case of an emergency or severe weather. Quarterly, the Assistant Principal talks with students to discuss safety as it relates to the Student Code of Conduct. Parents are also informed of safety procedures via Connect Orange from administration and Class Dojo by the teachers.

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.

Aloma Elementary School has implemented a school-wide positive behavior system through the use of Class Dojo. We have newly implemented the CHAMPS behavior expectations school-wide. The system of Dojo is used in conjunction with CHAMPS. DoJo is used electronically and awards points to students for a variety of expected behaviors. Consequently, points can be taken away for not meeting expectations. Teachers were trained in all areas of the system including class set up, behaviors, awarding/deducting points, etc.

CHAMPS procedures are posted throughout the school in common areas and teachers review with students at the beginning of the year and quarterly throughout the year during the Assistant Principal's talk and review of Student Code of Conduct. Teachers collaboratively set their goals and expectations with the CHAMPS expectations school-wide.

All level 1 and 2 infractions are to be handled by the classroom teacher and documentation kept for frequency of incidents. The school Assistant Principal supports teachers with this process and handles all infractions that are above a level 2.

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.

The school offers counseling services through Community Help and Intervention in Life's Lessons (CHILL). The program has a counselor that is assigned to Aloma Elementary. Students are seen by the counselor through teacher referral or parent requests. The program provides counseling for a variety of emotional concerns. Services are offered to both students and parents.

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.

Attendance is monitored closely by the school registrar. Students who are excessively tardy, receive parent contact either by telephone or a letter through the mail. Similarly, excessive absences are also monitored by the school registrar. Habitual truancy follows the OCPS Child Study Team process.

The school's Assistant Principal monitors student suspension closely and implements a variety of interventions through MTSS for students who exhibit patterns in behavior that may lead to suspension.

Teachers maintain communication with parents of students who are in danger of failing or are failing a subject area. During data meetings, these students are discussed and plans are made to monitor the students and appropriate interventions are put in place.

Students who are non-proficient on the previous year's FSA (level 1's and 2's) are identified and teachers monitor them closely for progress. These students also receive intervention in the subject(s) that they were unsuccessful in the previous year.

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	17	16	6	19	8	12	0	0	0	0	0	0	0	78
One or more suspensions	0	2	0	2	3	1	0	0	0	0	0	0	0	8
Course failure in ELA or Math	4	14	1	10	4	12	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	27	28	23	0	0	0	0	0	0	0	78

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	2	5	0	11	6	12	0	0	0	0	0	0	0	36

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

The resource team first identifies the students that fall within any of the categories in the early warning system. Meetings are held with the parents of students who have attendance issues. These meetings allow the team to discuss the benefits of student attendance and how their child's attendance affects their academic success. Incentives are given to students for exhibiting the expected behavior to lower the risk of behaviors that lead to suspension. Also, academic interventions for Tier 2 and Tier 3 students occur daily. Students receive interventions during our intervention block using "iReady" for Tier 2, including enrichment with our Global Studies Academy and STEM for above grade level students. Teachers also receive professional development and support to insure that differentiated instruction is occurring within the classroom. Aloma Elementary School has the iReady computer based program that is used to differentiate and guide standards based instruction. Review of our AdvancedEd results our parents wanted additional enrichment and that was added this year through clubs and advanced classes.

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?

No

1. PFEP Link

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

2. Description

Involvement of parents has been found to have a positive effect on student achievement. As such, Aloma Elementary School makes every effort to involve parents at school. Teachers are able to communicate with parents through Class Dojo by sending messages as well as pictures that depict their child interacting in class. Aloma boasts a very active Facebook page and Twitter account where parents are kept current on Aloma news and events.

At the beginning of the school year, every student receives a planner. This allows a daily two-way communication between parents and the classroom teachers. Use of class DoJo provides a digital way of communicating to inform parents of what to expect for the upcoming week. Parents are invited and encouraged to volunteer at the school whenever they are available. This includes becoming an active part of our PTA.

This year, Aloma Elementary has added Parent Engagement Liaison, Tony Pagan. Mr. Pagan aims to increase the number of parents participating in parental involvement activities and opportunities. Parental involvement activities will occur on an ongoing basis and shall include PTA meetings, SAC meetings, curriculum nights, parent workshops, school performances, award ceremonies, Open House and parent/teacher/student conference nights.

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.

The Partners in Education program links businesses and organizations with schools in relationships that enhance student learning and promote school improvement. At Aloma Elementary, we have partnered with several local businesses that provide services and goods for the success of our students and faculty. Our current partners are:

Full Sail University
Championship Martial Arts
IKO Karate
Engineering for Kids
Karate Zoo
Martial Arts World Daycare
Orlando Taekwondo Daycare
YMCA

Our list will continue to grow throughout the year.

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
Vega, Donald	Principal
Bounds, Elizabeth	Assistant Principal
Engler, Nicole	Other
Gonzalez-Garcia, Marta	Other
Gallagher, Diane	Other

b. Duties

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

Principal: Donald Vega - Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; guarantees implementation of intervention support and documentation; endorses adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Elizabeth Bounds - Develops, leads, and evaluates our school core curriculum and content programs; assists with whole school screening program like i-Ready, that provide appropriate, evidence-based intervention and differentiated teaching strategies; supports MTSS through PLC team collaboration through leading teachers to a common goal of student achievement.

CRT: Diane Gallagher - Monitors discipline and implements intervention; develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies

systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; provides guidance on K-12 Reading Plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; as well as facilitates a grade level intervention group.

Exceptional Student Education (ESE) Teacher/Staffing Specialist: Nicole Engler - Participates in student data collection; integrates core instructional activities/materials into Tier 3 instruction; collaborates with general education teachers through such activities as co-teaching to ensure that SWD are receiving differentiated and rigorous instruction; monitors the implementation of all IEPs and 504 plans; and facilitates a grade level intervention group.

CCT/Technology: Marta Gonzalez-Garcia - Provides support with Class Dojo to teachers and parents as needed; monitors ELL students; ensures that teachers are using appropriate strategies to safeguard student success; serves as the Spanish translator and supports the ELL parents; facilitates Imagine Learning, and MPLC as well as a grade level intervention group.

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.

The Leadership Team supports MTSS around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers and in our students? The team meets bi-monthly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are performing on the standards assessed as meeting/exceeding, at moderate risk or at high risk for not meeting the standards. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Headstart housed at Aloma coordinates with our PreK VE teacher and with our kindergarten teachers to discuss readiness for PreK VE and for kindergarten. SAI (Supplemental Academic Instruction)/Targeted Assistance funds are used to fund our tutoring initiative to serve all students in third through fifth grade students that are performing one or more years below grade level expectations. The teachers will increase their understanding of these strategies, plan and incorporate them into daily lessons.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Donald Vega	Principal
Helinfield Hanecak	Parent
Jeremiah Blanchard	Parent
Brandon Rousseau	Parent
Betsy Basnuevo	Parent
Antonio Pagan	Education Support Employee
Madeline Echevarria	Teacher
Amy Proctor	Parent
Joel Pickering	Business/Community

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

The School Advisory Council met and determined that the shift to a more rigorous academic environment, based on the Florida Standards, was being well-received by parents. The addition of free academic enrichment clubs to ensure that all students, regardless of SES, were able to expand their learning opportunities was one of the most favored changes by parents.

b. Development of this school improvement plan

The School Advisory Council meets four times a year to monitor the progress of the goals of the School Improvement Plan. The SAC Chair attends the district training for SAC to help in the development of the school improvement plan.

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

The principal shares the administration's plan for teacher professional development, technology enhancements and other program related data at the final SAC meeting of the year. Input is given and the school principal may make adjustments based on this feedback.

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

The school improvement allocation for the Budget year 2017-2018 is for \$3,429.26. This incorporates several levels of professional development for teachers through differentiated Teacher Academies, model lessons, coaching, and mentoring support.

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
Vega, Donald	Principal
Phaff, Kristi	Teacher, ESE
Mask, Ellen	Instructional Media
Roldan, Ruth	Teacher, K-12
Nichols, Joyce	Teacher, K-12
Batchelor, Heather	Teacher, K-12
Kirk, Kelsey	Teacher, K-12

b. Duties

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

The LLT is synonymous with DPLC, District Professional Learning Communities. The major initiative of the DPLC is to help lead Aloma's effort at supporting the improvement of teaching and learning through literacy. The DPLC will make decisions about Aloma's instructional program by leading and monitoring the implementation of a sound instructional focus. We are currently in year one of the two year plan.

The LLT will provide support to promote literacy across the content areas. The LLT will do this by helping in the implementation of a variety of reading book clubs. Accelerated Reader has also become part of the school culture. The LLT ensures that students are able to reach and display their goals within each grade level. Every student reads in the morning before class starts. Additionally, the school principal selects a book every week and showcases that book on the morning announcements inviting students to read the book.

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.

Each team member assumes a leadership role within the grade level (business leader, PLC leader, technology leader, etc.) as opposed to a single team leader. Lesson planning is done collaboratively with team members and also with members of the resource team. Teachers are offered professional development in all areas of concerns as well as new district initiatives with the DPLC.

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

The school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school are as follows:

1. Advertise position/review applicant information, (School Secretary/Principal)
2. Contact references, (Principal)
3. Team/individual interviews of candidates, (Principal/Assistant Principal/Leadership Team/Team Members)
4. Provide training and support to new hires, (Principal/Assistant Principal/Leadership Team/Team

Members)

5. Continued support and professional development, (Principal/Assistant Principal/Resource Team)

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

Veteran teachers are paired with new teachers to allow them the opportunity to collaborate and share strengths. Teachers are paired on the same grade level. Both teachers take turns throughout the year observing a lesson and reflecting on it afterwards. Teacher pairs are expected to have meetings to discuss success and concerns in all areas including student achievement, parent interactions, support, etc.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

Teachers use a variety of data to differentiate instruction. Pre-assessment data is used to determine student knowledge prior to beginning a lesson. Teachers utilize a variety of strategies to differentiate instruction including visuals, small group, teacher led group, explicit pre-printed notes and chunking of material. Data is monitored through MTSS. Teachers conduct data chats with students and students are responsible for updating their data on their "Eagle Tracker".

Differentiated instruction can be given through the researched based iReady program and teacher toolkit provided by the district.

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: 2,040

Academic clubs:

- Chess
- Science Olympiad
- Math Olympiad
- Battle of the Books
- Coding
- Garden Gnomes

Strategy Rationale

Students are receiving enrichment through a variety of academic and social clubs that are open to all students free of charge.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Vega, Donald, donald.vega@ocps.net

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

Participation rate for weekly meetings and at district-level competitions.

Strategy: After School Program

Minutes added to school year: 3,975

Florida Support Coach-Triumph Learning

- Target Standards based instruction through comprehension
- i-Ready Reading
- TeacherToolBox Math

Strategy Rationale

Students in third through fifth grade that scored in the bottom 30% for ELA will receive instruction on Tuesday and Thursday and those that are in the bottom 30% in Math will receive instruction on Monday with the programs listed above.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bounds, Elizabeth, elizabeth.bounds@ocps.net

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

Data is collected through pre and post testing as well as i-Ready progress monitoring. Data will be discussed with tutoring teachers as well as homeroom teachers in their data meetings.

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.

The PreK teacher collaborates with the kindergarten team and with the Headstart team to help students transition from PreK into kindergarten. Collaboration with the district curriculum team, Meg Bowen, we hosted a community kindergarten academy for parents and students to transition into kindergarten. The school conducts a Meet the Teacher day. Parents and students have an opportunity to visit their classroom to get information and preparation strategies for entering kindergarten. Students leaving Aloma at the end of 5th grade will go on an informational field trip and take a tour of Glenridge Middle School.

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.

Aloma Elementary School has established a collegiate culture throughout the campus. Teachers and students are encouraged to wear collegiate shirts on Fridays. Teachers are encouraged to talk about the college shirt that they are wearing, including where the college is located. In addition, teachers post on their classroom doors signage of the college/university they attended, the degree they earned and the school's location.

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

At this time, technical certifications are offered to students in grades 3-5 at Aloma Elementary through the district sponsored CAPE program.

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

Activities such as Teach In and our focus on global studies allows students to be exposed to career and technical information.

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.

Aloma Elementary has tutoring in place to support students who are not on grade level in reading and math which is an indicator for the High School Feedback Report.

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.** Aloma Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)
- G2.** Aloma Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)

Strategic Goals Detail

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

G1. Aloma Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) 1a

G095282

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	63.0
FSA Mathematics Achievement	76.0
FCAT 2.0 Science Proficiency	67.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge in using formative data to drive daily instruction.
- Student tasks and activities were not always fully aligned to the rigor of the standard.
- Addressing the different levels of language proficiency for ELL students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Journeys, Go Math, P-SELL, IMS online resources, iReady Standards Mastery

Plan to Monitor Progress Toward G1. 8

The leadership team will use data from PLC notes and lesson plans to determine learning task alignment to Florida Standards & Florida Sunshine State Standards assessment tasks.

Person Responsible

Elizabeth Bounds

Schedule

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

Evidence of Completion

Lesson Plans, PLC notes

G2. Aloma Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps) 1a

G095283

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	73.0
Math Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge in using formative data to drive daily remediation instruction.
- Teacher capacity for individualized small group instruction for intervention on a daily basis.
- Need for extended opportunities for remediation for students in the lowest 25%.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Journeys, Go Math, P-SELL, Florida Coach, IMS online resources (CRM), iReady Standards Mastery, iReady Teacher Toolkit

Plan to Monitor Progress Toward G2. 8

The leadership team will use on-going progress monitoring data to determine improvement of student achievement in the lowest 25% throughout the year.

Person Responsible

Donald Vega

Schedule

Monthly, from 9/15/2017 to 5/30/2018

Evidence of Completion

iReady data reports and graphs, iReady Standards Mastery Assessments, Data meeting notes, MTSS notes

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Aloma Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) **1**

 G095282

G1.B1 Teacher knowledge in using formative data to drive daily instruction. **2**

 B256486

G1.B1.S1 Provide weekly support in PLC's with how to create, analyze, and use formative data for daily instructional changes. **4**

 S271260

Strategy Rationale

To build teacher skill set with daily differentiation of instruction to meet individual student needs.

Action Step 1 **5**

Lead professional development on historical and current school data for all instructional staff.

Person Responsible

Elizabeth Bounds

Schedule

On 8/11/2017

Evidence of Completion

Presentation materials; PD Calendar

Action Step 2 **5**

Teachers will input individual student data on a master spreadsheet holding all school data for on-going progress monitoring.

Person Responsible

Donald Vega

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Shared data spreadsheet

Action Step 3 5

Principal-led data meetings with each PLC at the end of each MTP/unit.

Person Responsible

Donald Vega

Schedule

Every 3 Weeks, from 9/5/2017 to 6/1/2018

Evidence of Completion

Data meeting notes

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

The leadership team will meet with teachers in PLC's on a weekly basis to progress monitor formative data.

Person Responsible

Elizabeth Bounds

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC meeting notes and review of formative data based on targeted standard

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

The leadership team will meet weekly to debrief on grade level data and PLC meetings.

Person Responsible

Donald Vega

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Leadership meeting notes including CRM resources and standard taught for the week

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

Data meetings and data wall graphs will indicate if students are progressing through standards-based assessments.

Person Responsible

Donald Vega

Schedule

Every 3 Weeks, from 8/28/2017 to 6/1/2018

Evidence of Completion

Data meeting notes, current data graphs

G1.B1.S2 Provide administrative support with side-by-side coaching of data analysis on common assessments. 4

 S271261

Strategy Rationale

Build capacity with how to use common assessments to determine achievement gaps and individual teacher effectiveness.

Action Step 1 5

Principal will led data chats at the end of each iReady Standards Mastery Common District Assessment & P-SELL Common District Assessments.

Person Responsible

Donald Vega

Schedule

Every 3 Weeks, from 9/18/2017 to 5/30/2018

Evidence of Completion

Data meeting notes, WDWS data forms, MTSS notes

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

Principal-led data meetings following each iReady Standards Mastery Common District Assessment & P-SELL Common District Assessment.

Person Responsible

Donald Vega

Schedule

Every 3 Weeks, from 9/18/2017 to 5/30/2018

Evidence of Completion

Data meeting notes, WDWS data forms, MTSS notes

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

Monitored at the end of each iReady Standards Mastery Common District Assessment & P-SELL Common District Assessments.

Person Responsible

Donald Vega


Schedule

Every 3 Weeks, from 9/18/2017 to 5/30/2018

Evidence of Completion

Data meeting notes, WDWS data forms, MTSS notes, current data graphs

G1.B2 Student tasks and activities were not always fully aligned to the rigor of the standard. **2**

 B256487

G1.B2.S1 CRT will guide teachers through two week cycles of structured planning ensure content-specific, complex texts are used in the alignment of tasks to standards. **4**

 S271262

Strategy Rationale

Planning cycles will help teachers deepen knowledge and under the content-specific tasks and student outcomes.

Action Step 1 **5**

The leadership team will monitor planning structure with guided questions and the use of CRMs to aid teachers in the alignment of standards to task using content specific, complex texts.

Person Responsible

Donald Vega

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Lesson plan artifacts, completed planning forms, evidence of professional development

Action Step 2 **5**

CRT will facilitate teachers through the planning structure in two week cycles to improve planning and delivery of instruction.

Person Responsible

Diane Gallagher

Schedule

Monthly, from 9/18/2017 to 5/18/2018

Evidence of Completion

Lesson plans, completed planning forms

Action Step 3 5

The leadership team will audit lesson plans and observe tasks and artifacts during classroom instruction to ensure student outcomes are aligned to the rigor of the standards.

Person Responsible

Donald Vega

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Lesson plan review, iObservation data focus on elements within Design Questions 2 and 3

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

Monitor iObservation data and PLC notes regarding student learning tasks during daily class instruction.

Person Responsible

Donald Vega

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Meeting notes, iObservation reports, PD artifacts

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

The leadership team will review student performance data to monitor whether the strategy successfully increased students' academic performance through use of content specific, complex texts to align tasks to standards.

Person Responsible

Donald Vega

Schedule

Biweekly, from 9/7/2016 to 5/3/2017

Evidence of Completion

iReady Growth Monitoring data, common assessments

G1.B3 Addressing the different levels of language proficiency for ELL students. **2**

 B256488

G1.B3.S1 Use WIDA performance indicators to address different levels of proficiency. **4**

 S271263

Strategy Rationale

This is the language that ELL students must acquire and negotiate to participate successfully in school.

Action Step 1 **5**

CCT will train classroom teachers on how to effectively address different levels of proficiency by using the WIDA performance indicators.

Person Responsible

Marta Gonzalez-Garcia

Schedule

Annually, from 9/18/2017 to 5/30/2018

Evidence of Completion

Coaching feedback using iObservation focus on element 8 (Processing New Content)

Action Step 2 **5**

Classroom teachers will implement the "can do" predictors to address the levels of language proficiency for ELL students.

Person Responsible

Marta Gonzalez-Garcia

Schedule

Daily, from 9/18/2017 to 5/30/2018

Evidence of Completion

Lesson plans, coaching feedback using iObservation focus on Element 8 (Processing New Content)

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Routine classroom observations will help ensure fidelity of the implementation.

Person Responsible

Marta Gonzalez-Garcia

Schedule

Daily, from 9/18/2017 to 5/30/2018

Evidence of Completion

Completion of classroom observations will provide evidence of WIDA performance indicators usage to address language proficiency.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

ELL students will increase their mastery of LAFS and MAFS as measured by common formative and summative assessments.

Person Responsible

Elizabeth Bounds


Schedule

Every 3 Weeks, from 9/18/2017 to 5/30/2018

Evidence of Completion

Data from common formative and summative assessments will be collected and analyzed.

G2. Aloma Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps) **1**

 G095283

G2.B1 Teacher knowledge in using formative data to drive daily remediation instruction. **2**

 B256489

G2.B1.S1 Provide weekly support in PLC's with how to create, analyze, and use formative data for daily remediation instructional changes. **4**

 S271264

Strategy Rationale

To build teacher skill set with daily differentiation of instruction to meet individual student needs.

Action Step 1 **5**

Lead professional development on historical and current school data for all instructional staff.

Person Responsible

Donald Vega

Schedule

On 8/14/2017

Evidence of Completion

Presentation materials; PD Calendar

Action Step 2 **5**

Teachers will input individual student data on a master spreadsheet holding all school data for on-going progress monitoring.

Person Responsible

Donald Vega

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Shared data spreadsheet

Action Step 3 5

Principal-led data meetings with each PLC at the end of each CRM/unit will occur.

Person Responsible

Donald Vega

Schedule

Every 3 Weeks, from 9/15/2017 to 5/30/2018

Evidence of Completion

Data meeting notes

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

A member from the leadership team will meet with teachers in PLC's on a weekly basis to progress monitor formative data.

Person Responsible

Diane Gallagher

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC meeting notes

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

The leadership team will meet weekly to debrief on grade level data and PLC meetings.

Person Responsible

Donald Vega

Schedule

Weekly, from 8/21/2017 to 5/28/2018

Evidence of Completion

Leadership meeting notes

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

Data meetings and data wall graphs will indicate if students are progressing through standards-based mathematics assessments.

Person Responsible

Donald Vega

Schedule

Every 3 Weeks, from 9/15/2017 to 5/30/2018

Evidence of Completion

Data meeting notes, data graphs

G2.B2 Teacher capacity for individualized small group instruction for intervention on a daily basis. **2**

 B256490

G2.B2.S1 Provide daily support during intervention time through using resource teachers and certified paraprofessionals for daily remediation instruction. **4**

 S271265

Strategy Rationale

This will allow teachers to have all students in the lowest 25% pulled into a targeted, focused intervention time daily to meet individual student needs.

Action Step 1 **5**

Administer iReady BOY diagnostic assessment to identify and group students in profile 1 for daily small group intervention.

Person Responsible

Elizabeth Bounds

Schedule

On 9/15/2017

Evidence of Completion

Presentation materials, PD calendar, iReady BOY class and school report

Action Step 2 **5**

Administration will create a daily intervention schedule to support small group instruction on a daily basis.

Person Responsible

Donald Vega

Schedule

On 9/15/2018

Evidence of Completion

Intervention schedule

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

Small group instruction will be delivered daily. Student data will be progress monitored weekly using iReady and Journey's fluency probs.

Person Responsible

Donald Vega

Schedule

Monthly, from 9/15/2017 to 5/30/2018

Evidence of Completion

Schoolwide data spreadsheet, MTSS tier II notes

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

Data meetings and data wall graphs will indicate if students are increasing their reading proficiency.

Person Responsible

Donald Vega

Schedule

Monthly, from 9/15/2017 to 5/30/2018

Evidence of Completion

iReady data reports and graphs, MTSS notes

G2.B3 Need for extended opportunities for remediation for students in the lowest 25%. 2

 B256491

G2.B3.S1 Provide after-school tutoring opportunities for students. 4

 S271266

Strategy Rationale

To allow students additional opportunities for remediation and targeted instruction.

Action Step 1 5

Administration will analyze student data to determine additional remediation student needs.

Person Responsible

Elizabeth Bounds

Schedule

On 9/15/2017

Evidence of Completion

Tutoring Roster

Action Step 2 5

Administration will create a tutoring calendar and hire teachers for after-school tutoring.

Person Responsible

Elizabeth Bounds

Schedule

On 9/15/2017

Evidence of Completion

Tutoring Schedule

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration will monitor attendance at after-school tutoring.

Person Responsible

Elizabeth Bounds

Schedule

Monthly, from 9/26/2017 to 4/26/2018

Evidence of Completion

Tutoring attendance data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Data meetings and data wall graphs will indicate if students are progressing through standards-based assessments.

Person Responsible

Donald Vega

Schedule

Monthly, from 9/15/2017 to 4/19/2018

















Evidence of Completion

iReady data reports and graphs, MTSS notes

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					
G1.B2.S1.MA1 M388650	The leadership team will review student performance data to monitor whether the strategy...	Vega, Donald	9/7/2016	iReady Growth Monitoring data, common assessments	5/3/2017 biweekly
G1.B1.S1.A1 A363589	Lead professional development on historical and current school data for all instructional staff.	Bounds, Elizabeth	8/11/2017	Presentation materials; PD Calendar	8/11/2017 one-time
G2.B1.S1.A1 A363598	Lead professional development on historical and current school data for all instructional staff.	Vega, Donald	8/14/2017	Presentation materials; PD Calendar	8/14/2017 one-time
G2.B2.S1.A1 A363601	Administer iReady BOY diagnostic assessment to identify and group students in profile 1 for daily...	Bounds, Elizabeth	8/29/2017	Presentation materials, PD calendar, iReady BOY class and school report	9/15/2017 one-time
G2.B3.S1.A1 A363603	Administration will analyze student data to determine additional remediation student needs.	Bounds, Elizabeth	9/15/2017	Tutoring Roster	9/15/2017 one-time
G2.B3.S1.A2 A363604	Administration will create a tutoring calendar and hire teachers for after-school tutoring.	Bounds, Elizabeth	9/15/2017	Tutoring Schedule	9/15/2017 one-time
G2.B3.S1.MA1 M388660	Data meetings and data wall graphs will indicate if students are progressing through...	Vega, Donald	9/15/2017	iReady data reports and graphs, MTSS notes	4/19/2018 monthly
G2.B3.S1.MA1 M388661	Administration will monitor attendance at after-school tutoring.	Bounds, Elizabeth	9/26/2017	Tutoring attendance data	4/26/2018 monthly
G1.B2.S1.A1 A363593	The leadership team will monitor planning structure with guided questions and the use of CRMs to...	Vega, Donald	8/14/2017	Lesson plan artifacts, completed planning forms, evidence of professional development	5/18/2018 weekly
G1.B2.S1.A2 A363594	CRT will facilitate teachers through the planning structure in two week cycles to improve planning...	Gallagher, Diane	9/18/2017	Lesson plans, completed planning forms	5/18/2018 monthly
G1.B2.S1.A3 A363595	The leadership team will audit lesson plans and observe tasks and artifacts during classroom...	Vega, Donald	8/14/2017	Lesson plan review, iObservation data focus on elements within Design Questions 2 and 3	5/18/2018 weekly
G2.B1.S1.MA2 M388657	The leadership team will meet weekly to debrief on grade level data and PLC meetings.	Vega, Donald	8/21/2017	Leadership meeting notes	5/28/2018 weekly
G2.MA1 M388662	The leadership team will use on-going progress monitoring data to determine improvement of student...	Vega, Donald	9/15/2017	iReady data reports and graphs, iReady Standards Mastery Assessments, Data meeting notes, MTSS notes	5/30/2018 monthly
G1.B2.S1.MA1 M388651	Monitor iObservation data and PLC notes regarding student learning tasks during daily class...	Vega, Donald	8/14/2017	Meeting notes, iObservation reports, PD artifacts	5/30/2018 biweekly
G1.B3.S1.MA1 M388652	ELL students will increase their mastery of LAFS and MAFS as measured by common formative and...	Bounds, Elizabeth	9/18/2017	Data from common formative and summative assessments will be collected and analyzed.	5/30/2018 every-3-weeks
G1.B3.S1.MA1 M388653	Routine classroom observations will help ensure fidelity of the implementation.	Gonzalez-Garcia, Marta	9/18/2017	Completion of classroom observations will provide evidence of WIDA performance indicators usage to address language proficiency.	5/30/2018 daily
G1.B3.S1.A1 A363596	CCT will train classroom teachers on how to effectively address different levels of proficiency by...	Gonzalez-Garcia, Marta	9/18/2017	Coaching feedback using iObservation focus on element 8 (Processing New Content)	5/30/2018 annually
G1.B3.S1.A2 A363597	Classroom teachers will implement the "can do" predictors to address the levels of language...	Gonzalez-Garcia, Marta	9/18/2017	Lesson plans, coaching feedback using iObservation focus on Element 8 (Processing New Content)	5/30/2018 daily

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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.MA1  M388655	Data meetings and data wall graphs will indicate if students are progressing through...	Vega, Donald	9/15/2017	Data meeting notes, data graphs	5/30/2018 every-3-weeks
G2.B1.S1.MA1  M388656	A member from the leadership team will meet with teachers in PLC's on a weekly basis to progress...	Gallagher, Diane	8/14/2017	PLC meeting notes	5/30/2018 weekly
G2.B1.S1.A2  A363599	Teachers will input individual student data on a master spreadsheet holding all school data for...	Vega, Donald	8/14/2017	Shared data spreadsheet	5/30/2018 monthly
G2.B1.S1.A3  A363600	Principal-led data meetings with each PLC at the end of each CRM/unit will occur.	Vega, Donald	9/15/2017	Data meeting notes	5/30/2018 every-3-weeks
G2.B2.S1.MA1  M388658	Data meetings and data wall graphs will indicate if students are increasing their reading...	Vega, Donald	9/15/2017	iReady data reports and graphs, MTSS notes	5/30/2018 monthly
G2.B2.S1.MA1  M388659	Small group instruction will be delivered daily. Student data will be progress monitored weekly...	Vega, Donald	9/15/2017	Schoolwide data spreadsheet, MTSS tier II notes	5/30/2018 monthly
G1.B1.S2.MA1  M388648	Monitored at the end of each iReady Standards Mastery Common District Assessment & P-SELL Common...	Vega, Donald	9/18/2017	Data meeting notes, WDWS data forms, MTSS notes, current data graphs	5/30/2018 every-3-weeks
G1.B1.S2.MA1  M388649	Principal-led data meetings following each iReady Standards Mastery Common District Assessment &...	Vega, Donald	9/18/2017	Data meeting notes, WDWS data forms, MTSS notes	5/30/2018 every-3-weeks
G1.B1.S2.A1  A363592	Principal will led data chats at the end of each iReady Standards Mastery Common District...	Vega, Donald	9/18/2017	Data meeting notes, WDWS data forms, MTSS notes	5/30/2018 every-3-weeks
G1.MA1  M388654	The leadership team will use data from PLC notes and lesson plans to determine learning task...	Bounds, Elizabeth	9/5/2017	Lesson Plans, PLC notes	6/1/2018 monthly
G1.B1.S1.MA1  M388645	Data meetings and data wall graphs will indicate if students are progressing through...	Vega, Donald	8/28/2017	Data meeting notes, current data graphs	6/1/2018 every-3-weeks
G1.B1.S1.MA1  M388646	The leadership team will meet with teachers in PLC's on a weekly basis to progress monitor...	Bounds, Elizabeth	8/14/2017	PLC meeting notes and review of formative data based on targeted standard	6/1/2018 weekly
G1.B1.S1.MA2  M388647	The leadership team will meet weekly to debrief on grade level data and PLC meetings.	Vega, Donald	8/28/2017	Leadership meeting notes including CRM resources and standard taught for the week	6/1/2018 weekly
G1.B1.S1.A2  A363590	Teachers will input individual student data on a master spreadsheet holding all school data for...	Vega, Donald	8/28/2017	Shared data spreadsheet	6/1/2018 monthly
G1.B1.S1.A3  A363591	Principal-led data meetings with each PLC at the end of each MTP/unit.	Vega, Donald	9/5/2017	Data meeting notes	6/1/2018 every-3-weeks
G2.B2.S1.A2  A363602	Administration will create a daily intervention schedule to support small group instruction on a...	Vega, Donald	9/15/2017	Intervention schedule	9/15/2018 one-time

V. Professional Development Opportunities

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

G1. Aloma Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)

G1.B1 Teacher knowledge in using formative data to drive daily instruction.

G1.B1.S1 Provide weekly support in PLC's with how to create, analyze, and use formative data for daily instructional changes.

PD Opportunity 1

Lead professional development on historical and current school data for all instructional staff.

Facilitator

Elizabeth Bounds

Participants

All instructional staff

Schedule

On 8/11/2017

G2. Aloma Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)

G2.B1 Teacher knowledge in using formative data to drive daily remediation instruction.

G2.B1.S1 Provide weekly support in PLC's with how to create, analyze, and use formative data for daily remediation instructional changes.

PD Opportunity 1

Lead professional development on historical and current school data for all instructional staff.

Facilitator

Don Vega

Participants

All instructional staff

Schedule

On 8/14/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Lead professional development on historical and current school data for all instructional staff.				\$0.00
2	G1.B1.S1.A2	Teachers will input individual student data on a master spreadsheet holding all school data for on-going progress monitoring.				\$0.00
3	G1.B1.S1.A3	Principal-led data meetings with each PLC at the end of each MTP/unit.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7000	140-Substitute Teachers	1401 - Aloma Elementary	General Fund		\$5,000.00
			Notes: Substitutes needed for instructional rounds or iReady training after CRM/MTP			
4	G1.B1.S2.A1	Principal will led data chats at the end of each iReady Standards Mastery Common District Assessment & P-SELL Common District Assessments.				\$0.00
5	G1.B2.S1.A1	The leadership team will monitor planning structure with guided questions and the use of CRMs to aid teachers in the alignment of standards to task using content specific, complex texts.				\$0.00
6	G1.B2.S1.A2	CRT will facilitate teachers through the planning structure in two week cycles to improve planning and delivery of instruction.				\$0.00
7	G1.B2.S1.A3	The leadership team will audit lesson plans and observe tasks and artifacts during classroom instruction to ensure student outcomes are aligned to the rigor of the standards.				\$0.00
8	G1.B3.S1.A1	CCT will train classroom teachers on how to effectively address different levels of proficiency by using the WIDA performance indicators.				\$0.00
9	G1.B3.S1.A2	Classroom teachers will implement the "can do" predictors to address the levels of language proficiency for ELL students.				\$0.00
10	G2.B1.S1.A1	Lead professional development on historical and current school data for all instructional staff.				\$0.00
11	G2.B1.S1.A2	Teachers will input individual student data on a master spreadsheet holding all school data for on-going progress monitoring.				\$0.00
12	G2.B1.S1.A3	Principal-led data meetings with each PLC at the end of each CRM/unit will occur.				\$0.00
13	G2.B2.S1.A1	Administer iReady BOY diagnostic assessment to identify and group students in profile 1 for daily small group intervention.				\$0.00
14	G2.B2.S1.A2	Administration will create a daily intervention schedule to support small group instruction on a daily basis.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		239-Other	1401 - Aloma Elementary	General Fund		\$1,000.00
			Notes: Professional development books and supplies for training.			

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	2110	100-Salaries	1401 - Aloma Elementary	General Fund		\$4,000.00
			<i>Notes: Partial salary of resource team</i>			
15	G2.B3.S1.A1	Administration will analyze student data to determine additional remediation student needs.				\$0.00
16	G2.B3.S1.A2	Administration will create a tutoring calendar and hire teachers for after-school tutoring.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	120-Classroom Teachers	1401 - Aloma Elementary	Title, I Part A		\$15,000.00
Total:						\$25,000.00