

Orange County Public Schools

Cheney Elementary



2017-18 Schoolwide Improvement Plan

Cheney Elementary

2000 N FORSYTH RD, Orlando, FL 32807

<https://cheneyes.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="text-align: center;">Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">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="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">81%</p>

School Grades History

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

**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 Cheney 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.

The school conducts and participates in several activities where members of the community are invited in to meet and discuss the community's needs. The school also provides opportunities for the parents to become familiar with the school's processes via events such as Meet the Teacher, Open House and Conference Nights. Several teachers send out general interest surveys to the parents to collect information on incoming students. The first few weeks of school the teachers facilitate activities through which they get to know their students. For the 2017-2018 school year as an added means of building relationships we will continue using Class Dojo to communicate electronically via the app.

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

The school has developed and implemented a SAFE plan that includes adult supervision between 8:00 am and 3:30 pm. The students have access to any adult in the building should the necessity to discuss a situation arise. Students are also provided the opportunity to review and acknowledge the Code of Student Conduct, four times throughout the year, so that they are aware of the expectations of the school. The employees are required to maintain visibility during morning and afternoon duties as well as carry an OCPS badge at all times. CHAMPS is utilized to set norms for acceptable behavior and expectations throughout the building.

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.

All teachers have been trained in the school wide behavioral expectation program, CHAMPS, which provides directions to students for expected behaviors during instructional time. Identified members of leadership are also expected to be CPI (Crisis Prevention Intervention) trained. As behavioral situations arise, teachers are expected to complete an in-house Administrative Notification Form to precede an OCPS referral. Class Dojo, which provides positive behavior reinforcement and connections with parents, will continue to be implemented school-wide.

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 provides CHILL (Community Help Intervention in Life Lessons) counseling services, partially funded through the Winter Park Health Foundation, to eligible students. SEDNET counseling

services through approved agencies are available for students through a referral process. The county also provides a Social Worker on a weekly basis. Our ESE resource teacher provides lessons on Social Skills to the ESE population. Classroom teachers also provide character education weekly using "Pass it on" and class meeting activities. Our media Specialist will support our character education with lessons during Media time.

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.

Early warning systems include having data meetings for each grade level on a weekly basis to discuss students' progress or lack of progress. Also, students are pretested using iReady (K-5) computer testing.

Warning systems include:

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *One or more suspensions, whether in school or out of school
- *Course failure in English Language Arts or Mathematics
- *A non-proficient score on the statewide, standardized assessments in English Language Arts or Mathematics
- *Flexible Daily Intervention Groups (Tier II)
- *Individualized Instruction for Tier III students

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	19	15	15	16	13	13	0	0	0	0	0	0	0	91
One or more suspensions	0	0	1	1	0	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	1	6	4	22	7	7	0	0	0	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	37	19	30	0	0	0	0	0	0	0	86

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators		1	0	2	15	8	9	0	0	0	0	0	0	35

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

1. Flexible Daily Intervention Groups (Tier II) - each grade level has a specific time in their daily schedule for Tier II intervention classes for differentiation of instruction in reading.
2. Individualized Instruction for Tier III students - resource teachers work with identified students on

specific skills 3-5 times each week for 15-30 minutes each session using the multi-tiered system of student supports (MTSS).

3. Tuesday/Thursday After School Tutoring - identified non-proficient students are tutored using station and resources for one hour tutoring sessions.

4. Saturday Tutoring - tutoring occurs on Saturdays for identified level 1 and 2 students in grades 4-5, as well as for identified students in grade 3. A special 1st and 2nd grade Saturday School will be offered for 4 weeks in September and October for identified students needing addition foundation skills.

5. Computer Labs - Computers are used for tutoring before school for identified students in grades 2-5 for Reading and Math support using iReady.

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

Parental Involvement in school activities will be increased from 35% to 65%

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 school has partnered with several businesses in the surrounding area that will be utilized in order to support the school and student achievement through tutoring, donations, school supplies and classroom help. Both business partners and faith-based partners are an integral part of our community involvement as well as college students who volunteer time in classrooms throughout the week. Banks, hotels, churches, restaurants, retail stores and local colleges are all part of the ongoing partnerships sustained each year. Each partner is recognized in various ways throughout the year such as recognition on the school marquee, school Facebook page and school stories in Class Dojo.

Through Title I funds, the school has been provided with a new Parent Engagement Liaison position to build a two way communication system between the school and community with the goal of increasing student achievement.

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
Gibson, Tracey	Principal
Martinez, Margie	Instructional Coach
Wallace, Audrey	Instructional Coach
Kling, Amanda	Instructional Media
Munoz, Heidi	Instructional Coach
Hale, Luz	Assistant Principal
Malanga, Connie	Teacher, K-12
Quinones, Tania	Teacher, ESE

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 and the CRT are involved with gathering and analyzing data, identifying instructional materials and scheduling intervention times. MTSS/CRT and Staffing Specialist coordinate and conduct MTSS meetings for grade levels and for individual students. They collect all necessary documentation for the MTSS process and maintain communication between teachers, itinerants, and parents. MTSS/CRT and Staffing Specialist also help teachers with interventions for behaviors and conduct staff development regarding MTSS. CRT, Instructional Coach, Reading Specialist, Media Specialist and Math/Science Coach assist teachers with lesson planning, and providing guidance for resources to use that are research based and targeted for students' needs. They also deliver Tier 2 and Tier 3 interventions/enrichment. An Instructional Coach works with all beginning teachers throughout the year to complete their Induction Program.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Assessment data and progress monitoring data are used to align differentiated instruction within Tier 1, 2, and 3 as well as to identify students' needs. Intervention time is built into the school schedule daily and students are pulled for small group instruction. Meetings are held to identify problems. Regular data meetings are held to review and analyze the existing problem and the available data. Plans are developed to establish goals. The team then meets again to review and analyze new data. Cheney engages in examining school-wide data to assist in structuring core instruction. When looking at individual students, Share Point is used to house students' data and binders are created in which all progress monitoring data, meeting notes and decision making plans are kept and available for review at any time.

Title I, Part A: Cheney Elementary is a Title I school; therefore, it receives additional federal funding for use with high need students. The majority of our Title I funds are used to fund staff positions to provide additional instructional support. The remainder of the funds are used for staff development, instructional materials and parental involvement activities. New to the 2017-2018 school year is the addition of our new Parent Engagement Liaison funded through Title I. School based after school tutoring is funded by the federal government and provides tutoring for students on campus. Retired teachers are hired as hourly certified tutors to support reading intervention time.

Title I, Part C- Migrant: Cheney does not have migrant students at this time. If migrant students enroll, we will obtain assistance through the district's liaison.

Title I, Part D: Our classroom teachers are fully funded through our school budget. Title One funds are not used to fund any classroom teacher or paraprofessional excluding our new Parent Engagement Liaison position. Cheney maintains class size requirements by the State of Florida, grades K-3: 18 students, grades 4-5: 22 students.

Title III: Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners. Any additional funds are distributed to the school for purchase of instructional materials. Title III is funding one Bilingual Teaching Position and one Bilingual para position. Cheney will continue using the Tejas Lee program for our bilingual students using Title III funds for support of materials, Imagine Learning software, training and substitutes.

Title X- Homeless: Homeless district and school based personnel provide resources such as clothing, school supplies, Social Services referrals for students identified as homeless (under the McKinney-Vento Act). Cheney hosts a number of students classified as homeless. We provide assistance with food and other items for the holidays through school wide food drives.

Supplemental Academic Instruction (SAI): SAI funds will provide tutoring services and personnel for our non-proficient students in grades 3-5. The remainder of the funds will be used to purchase instructional materials.

Violence Prevention Programs: The Orange County Sheriff's Department provides specific instruction under the MAGIC Program for fifth graders. The program culminates with the students signing a pledge to be drug and violence free. Our school has established a Red Ribbon campaign which promotes a drug free environment.

Nutrition Programs: Our Physical Education department provides instruction in how to make healthy food choices. Students are given the opportunity to plan healthy meal selections for breakfast, lunch, snack and dinner. The food services manager displays the food pyramid which has suggested nutritional daily portion requirements for healthy eating. Cheney offers free breakfast and lunch for all students. Students are reminded each day on the morning announcements of their food choices for lunch. Dinner is provided for our students in the Extended Day Program. We will continue with a share table where extra food items will be collected and be made available to students who need additional sustenance.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tracey Gibson	Principal
Margie Martinez-Colon	Education Support Employee
Vanessa Faberlle	Business/Community
Mary Jane Marrero Pamias	Education Support Employee
Rauda Zarwi	Parent
Ninoshka Goire	Parent
Deshaundra Fleming	Parent

b. Duties

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

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 leadership team met to disaggregate the available data. Once results are analyzed, the school improvement plan is revisited to see what was effective or in need of improvement. At the first SAC meeting of the new year, September 2017, the results of the plan will be discussed and revisions will be considered for the new plan.

b. Development of this school improvement plan

The SAC met in May to discuss the available data. SAC began brainstorming ideas for the involvement of more parents. The first meeting in the 2017-2018 school year will include a review and discussion of all available data and trends found on parent, staff and student surveys. New ideas for ways to improve student achievement will be discussed.

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

The SAC committee approves distribution of the SAC funds. The SAC committee also reviews the annual school budget.

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

The SAC receives limited funds, if any, each year. Cheney has \$7835.42 in its budget at this time. The SAC funds will be allocated as needed to support student achievement throughout the year.

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
Gibson, Tracey	Principal
Kling, Amanda	Instructional Media
Munoz, Heidi	Instructional Coach
Mauser, Megan	Teacher, K-12
Tabor, Lisa	Teacher, K-12
Barrigan, Brittany	Teacher, K-12
Hambey, Renae	Teacher, K-12

b. Duties

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

The Literacy Leadership Team includes the District Professional Learning Community. The members of the DPLC will participate in district wide staff development each month. The DPLC members will facilitate Staff Development in the following areas: Text Complexity, Academic Vocabulary and Close Reading. The LLT will meet once a month to discuss the implementation of Reading in the classroom including small group and intervention. To promote literacy school wide and within the community, the LLT will hold an annual Literacy Night, several book fairs and participate in Literacy Week events.

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.

1. Grade level teams were given 3 days during the summer to work collaboratively on planning lessons, and creating focus calendars.
2. Weekly PLC meetings will transpire which include focused team planning, construction of common assessments, data collection and review of the data.
3. Collaborative teaching will occur through ability grouped Tier II instruction.
4. Monthly/bimonthly PLC meetings will be used to discuss and plan instruction tied to Deliberate Practice as part of the teachers' professional development.

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

1. Network with colleagues to recruit highly qualified teachers: Tracey Gibson, Principal & Luz Hale, Assistant Principal
2. Ongoing staff development: Administration, Classroom teachers, Leadership Team
3. Scheduled team planning and collaborative time weekly: Classroom teachers
4. Professional Learning Communities: Administration, Classroom teachers, Leadership Team
5. Continue hosting College Interns from local Colleges of Education: Instructional Coach-Margie Martinez Colon

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

Beginning teachers are paired with a qualified, effective teacher as their mentor. New teachers meet bimonthly and as needed with the Instructional Coach for trainings on topics such as Teacher Evaluation, school procedures, CHAMPS and MTSS.

New teachers: Alessandra Salazar and Stephanie Vang.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

1. School conference room is set up with Data walls with all students data displayed individually on data cards.
2. Weekly data meetings are held to update data cards and discuss the needs of various students.
3. Progress monitoring of Tier I and Tier II students occurs on a weekly and biweekly basis to maintain flexible grouping and data cards are adjusted accordingly.
4. Tutoring for non-proficient students begins in September after school two days a week.
5. Daily flexible intervention/enrichment classes are created using progress monitoring data.
6. Retired teachers/tutors and resource teachers are partnered with grade levels to support student achievement.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,870

After School tutoring occurs twice a week for one hour each session in reading or math for identified non-proficient students in grades 3-5 with an additional 25 minutes of Istation instruction on the computer.

Strategy Rationale

Identified students require small group differentiated extra reading support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Martinez, Margie, margie.martinezcolon@ocps.net

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

Data will be collected from i-Ready monthly progress monitoring and Istation.

Strategy: Weekend Program

Minutes added to school year: 750

5th Grade Science Camp

Strategy Rationale

Provide enrichment for 5th grade students on Science Benchmarks through the use of hands on STEM labs

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wallace, Audrey, audrey.wallace@ocps.net

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

P-SELL assessment data will be collected to determine effectiveness.

Strategy: Weekend Program

Minutes added to school year: 1,260

Weekend program Core Instruction for students in 3-5 in Reading and Math for 1 1/2 hours per subject.

Strategy Rationale

Providing extra practice and support on State Benchmarks will lead to Mastery.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gibson, Tracey, tracey.gibson@ocps.net

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

Data will be collected from i-Ready monthly progress monitoring.

Strategy: Weekend Program

Minutes added to school year: 720

Weekend program Core Instruction for students in grades 1-2 to provide support in foundational skills.

Strategy Rationale

Providing extra practice and support will lead to Mastery of foundational skills and Increase student achievement

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gibson, Tracey, tracey.gibson@ocps.net

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

Data will be collected from i-Ready monthly progress monitoring and CORE as PASS assessments.

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.

Meet the Teacher is held before school starts so that students can meet their teacher and get acquainted with their classroom and school surroundings. School support representatives are available to provide information about: transportation, Extended Day, Wellness Cottage, CHILL counseling, Girl Scouts, and other various after school opportunities. Our outgoing 5th grade students have the opportunity to visit their zoned middle school. Middle School representatives come to the school to help students with their schedule, and each Middle School hosts an orientation for incoming students and parents.

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.

In partnership with the Barnett Honors students at UCF, Cheney 1st-5th grade students receive instruction in the AVID program for five scheduled one hour sessions each fall.

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

Students participate each year in our Teach-In Week. This week's theme is STEM education and careers. Volunteers from various science/math professions visit the school to showcase their careers. Cheney supports an after school Lego/Robotics program each year.

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

We participate in The Hour of Code school-wide to ensure that our students have exposure to reading and writing code. Students participate in either teacher-led or individual tutorials and receive a certificate for their participation; thereby, creating an awareness and an integration of STEM.

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.

Cheney Elementary utilizes before school and after school tutoring to scaffold the learning for students who are not on grade level in reading and math. The Saturday Academy is offered prior to state testing for seven weeks.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance)

- G2.** Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow Achievement Gap).

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. Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance) 1a

G095296

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	65.0

Targeted Barriers to Achieving the Goal 3

- Limited In depth knowledge of close reading strategies and the use of text complexity.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School based Instructional Coaches and DPLC members
- Test Item Specifications-Reading and Math guides for grades 3-5
- CRM's and scope and sequence from IMS
- OCPS Launch pad
- CPALMS/Additional Resources

Plan to Monitor Progress Toward G1. 8

Student assessment data

Person Responsible

Tracey Gibson

Schedule

Every 2 Months, from 8/14/2017 to 5/23/2018

Evidence of Completion

Student i-Ready data

G2. Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow Achievement Gap). 1a

G095297

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Limited academic vocabulary

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady Reading and Math
- Launch Pad
- Resource Teachers/Coaches

Plan to Monitor Progress Toward G2. 8

Student assessment data

Person Responsible

Tracey Gibson

Schedule

Every 2 Months, from 8/28/2017 to 5/31/2018

Evidence of Completion

Student i-Ready Data

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. Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance) **1**

 G095296

G1.B1 Limited In depth knowledge of close reading strategies and the use of text complexity. **2**

 B256526

G1.B1.S1 DPLC members will participate in professional development on the correct use of close Reading strategies and the use of text complexity. **4**

 S271295

Strategy Rationale

Trainings will provide teachers with needed strategies that will enhance students' reading comprehension.

Action Step 1 **5**

Attend DPLC Professional Development

Person Responsible

Tracey Gibson

Schedule

Every 6 Weeks, from 9/12/2017 to 5/10/2018

Evidence of Completion

Required homework assignments

Action Step 2 **5**

Cheney DPLC members will create and implement a professional learning cycle.

Person Responsible

Tracey Gibson

Schedule

Every 6 Weeks, from 9/12/2017 to 5/10/2018

Evidence of Completion

Professional Learning Cycle Calendar

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

Providing availability for DPLC members to attend Professional Development.

Person Responsible

Tracey Gibson

Schedule

Every 6 Weeks, from 9/12/2017 to 5/10/2018

Evidence of Completion

Homework assignments

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

Classroom observations

Person Responsible

Tracey Gibson

Schedule

Quarterly, from 9/20/2017 to 5/23/2018

Evidence of Completion

Classroom observations documenting use of the strategies taught by the DPLC team.

G1.B1.S2 Provide training through the DPLC members on the correct use of close Reading strategies and the use of text complexity. 4

 S271296

Strategy Rationale

Trainings will provide teachers with needed strategies that will enhance students' reading comprehension.

Action Step 1 5

DPLC members will provide professional development to the teachers.

Person Responsible

Heidi Munoz

Schedule

Every 6 Weeks, from 9/20/2017 to 5/23/2018

Evidence of Completion

Sign in sheets and homework assignments.

Action Step 2 5

DPLC members will observe colleagues and provide actionable feedback.

Person Responsible

Tracey Gibson

Schedule

Every 6 Weeks, from 9/20/2017 to 5/23/2018

Evidence of Completion

Feedback narratives and student artifacts

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

Classroom peer observations

Person Responsible

Heidi Munoz

Schedule

Quarterly, from 9/20/2017 to 5/23/2018

Evidence of Completion

Peer Observation Reflection forms, Lesson Plans and student work samples

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

Monthly progress monitoring and data collection

Person Responsible

Tracey Gibson

Schedule

Monthly, from 9/20/2017 to 5/23/2018

Evidence of Completion

Progress monitoring data forms and student artifacts.

G2. Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow Achievement Gap). 1

G095297

G2.B3 Limited academic vocabulary 2

B256531

G2.B3.S1 DPLC members will participate in professional development on the instruction of Academic Vocabulary. 4

S271306

Strategy Rationale

Trainings will provide teachers with needed strategies to implement the use of academic vocabulary in their instruction.

Action Step 1 5

Attend DPLC professional development which includes the components of vocabulary support.

Person Responsible

Tracey Gibson

Schedule

Every 6 Weeks, from 9/12/2017 to 5/10/2018

Evidence of Completion

Required homework assignments

Action Step 2 5

DPLC members will collaborate on best practices to support academic vocabulary.

Person Responsible

Tracey Gibson

Schedule

Every 6 Weeks, from 9/12/2017 to 5/10/2018

Evidence of Completion

Agenda and Power Point on best practices for vocabulary support.

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

Providing availability for DPLC members to attend Professional Development.

Person Responsible

Tracey Gibson

Schedule

Every 6 Weeks, from 9/12/2017 to 5/10/2018

Evidence of Completion

Homework assignments

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

Classroom Observations

Person Responsible

Tracey Gibson

Schedule

Quarterly, from 9/20/2017 to 5/23/2018

Evidence of Completion

Classroom observations documenting use of the strategies taught by the DPLC team.

G2.B3.S2 Provide training through the DPLC members on the instruction of Academic Vocabulary. 4

S271307

Strategy Rationale

Trainings will provide teachers with needed strategies that will enhance students' use of academic vocabulary.

Action Step 1 5

DPLC members will provide professional development to teachers on best practices for vocabulary support.

Person Responsible

Heidi Munoz

Schedule

Every 6 Weeks, from 9/20/2017 to 5/23/2018

Evidence of Completion

Sign in sheets and homework assignments.

Action Step 2 5

DPLC members will observe colleagues on the use of best practices for vocabulary and provide actionable feedback.

Person Responsible

Heidi Munoz

Schedule

Every 6 Weeks, from 9/20/2017 to 5/23/2018

Evidence of Completion

Classroom walkthrough data and student evidence

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Classroom peer observations

Person Responsible

Heidi Munoz

Schedule

Quarterly, from 9/20/2017 to 5/23/2018

Evidence of Completion

Lesson Plans and student work samples.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Monthly progress Monitoring and data collection

Person Responsible

Tracey Gibson

Schedule

Monthly, from 9/20/2017 to 9/20/2017

Evidence of Completion

Progress monitoring data forms and student artifacts.

G2.B3.S3 Students utilization of academic notebooks with emphasis on vocabulary **4**

 S271308

Strategy Rationale

Students must know academic vocabulary to be successful in each content area.

Action Step 1 **5**

Teachers will receive professional development on the components of academic notebooks.

Person Responsible

Oriana Marquez

Schedule

On 8/8/2017

Evidence of Completion

PowerPoint on academic notebooks

Action Step 2 **5**

All students will have and utilize academic notebooks.

Person Responsible

Oriana Marquez

Schedule

On 5/31/2018

Evidence of Completion

Classroom walk throughs and log for notebook for utilization.

Plan to Monitor Fidelity of Implementation of G2.B3.S3 **6**

Classroom walkthroughs and notebook checks.

Person Responsible

Oriana Marquez

Schedule

Biweekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Academic notebook log.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Increase in formative assessment scores.

Person Responsible

Oriana Marquez

Schedule

Quarterly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Formative assessment results.

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					
G2.B3.S3.A1  A363700	Teachers will receive professional development on the components of academic notebooks.	Marquez, Oriana	8/8/2017	PowerPoint on academic notebooks	8/8/2017 one-time
G2.B3.S2.MA1  M388759	Monthly progress Monitoring and data collection	Gibson, Tracey	9/20/2017	Progress monitoring data forms and student artifacts.	9/20/2017 monthly
G1.B1.S1.MA1  M388735	Providing availability for DPLC members to attend Professional Development.	Gibson, Tracey	9/12/2017	Homework assignments	5/10/2018 every-6-weeks
G1.B1.S1.A1  A363674	Attend DPLC Professional Development	Gibson, Tracey	9/12/2017	Required homework assignments	5/10/2018 every-6-weeks
G1.B1.S1.A2  A363675	Cheney DPLC members will create and implement a professional learning cycle.	Gibson, Tracey	9/12/2017	Professional Learning Cycle Calendar	5/10/2018 every-6-weeks
G2.B3.S1.MA1  M388758	Providing availability for DPLC members to attend Professional Development.	Gibson, Tracey	9/12/2017	Homework assignments	5/10/2018 every-6-weeks
G2.B3.S1.A1  A363696	Attend DPLC professional development which includes the components of vocabulary support.	Gibson, Tracey	9/12/2017	Required homework assignments	5/10/2018 every-6-weeks
G2.B3.S1.A2  A363697	DPLC members will collaborate on best practices to support academic vocabulary.	Gibson, Tracey	9/12/2017	Agenda and Power Point on best practices for vocabulary support.	5/10/2018 every-6-weeks
G1.MA1  M388746	Student assessment data	Gibson, Tracey	8/14/2017	Student i-Ready data	5/23/2018 every-2-months
G1.B1.S1.MA1  M388734	Classroom observations	Gibson, Tracey	9/20/2017	Classroom observations documenting use of the strategies taught by the DPLC team.	5/23/2018 quarterly
G2.B3.S1.MA1  M388757	Classroom Observations	Gibson, Tracey	9/20/2017	Classroom observations documenting use of the strategies taught by the DPLC team.	5/23/2018 quarterly
G1.B1.S2.MA1  M388736	Monthly progress monitoring and data collection	Gibson, Tracey	9/20/2017	Progress monitoring data forms and student artifacts.	5/23/2018 monthly
G1.B1.S2.MA1  M388737	Classroom peer observations	Munoz, Heidi	9/20/2017	Peer Observation Reflection forms, Lesson Plans and student work samples	5/23/2018 quarterly
G1.B1.S2.A1  A363676	DPLC members will provide professional development to the teachers.	Munoz, Heidi	9/20/2017	Sign in sheets and homework assignments.	5/23/2018 every-6-weeks
G1.B1.S2.A2  A363677	DPLC members will observe colleagues and provide actionable feedback.	Gibson, Tracey	9/20/2017	Feedback narratives and student artifacts	5/23/2018 every-6-weeks
G2.B3.S2.MA1  M388760	Classroom peer observations	Munoz, Heidi	9/20/2017	Lesson Plans and student work samples.	5/23/2018 quarterly
G2.B3.S2.A1  A363698	DPLC members will provide professional development to teachers on best practices for vocabulary...	Munoz, Heidi	9/20/2017	Sign in sheets and homework assignments.	5/23/2018 every-6-weeks
G2.B3.S2.A2  A363699	DPLC members will observe colleagues on the use of best practices for vocabulary and provide...	Munoz, Heidi	9/20/2017	Classroom walkthrough data and student evidence	5/23/2018 every-6-weeks
G2.B3.S3.MA1  M388761	Increase in formative assessment scores.	Marquez, Oriana	8/28/2017	Formative assessment results.	5/30/2018 quarterly

Orange - 0711 - Cheney Elementary - 2017-18 SIP
Cheney Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S3.MA1  M388762	Classroom walkthroughs and notebook checks.	Marquez, Oriana	8/28/2017	Academic notebook log.	5/30/2018 biweekly
G2.MA1  M388763	Student assessment data	Gibson, Tracey	8/28/2017	Student i-Ready Data	5/31/2018 every-2-months
G2.B3.S3.A2  A363701	All students will have and utilize academic notebooks.	Marquez, Oriana	8/28/2017	Classroom walk throughs and log for notebook for utilization.	5/31/2018 one-time

V. Professional Development Opportunities

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

G1. Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance)

G1.B1 Limited In depth knowledge of close reading strategies and the use of text complexity.

G1.B1.S1 DPLC members will participate in professional development on the correct use of close Reading strategies and the use of text complexity.

PD Opportunity 1

Attend DPLC Professional Development

Facilitator

District personnel

Participants

DPLC Team members

Schedule

Every 6 Weeks, from 9/12/2017 to 5/10/2018

G1.B1.S2 Provide training through the DPLC members on the correct use of close Reading strategies and the use of text complexity.

PD Opportunity 1

DPLC members will provide professional development to the teachers.

Facilitator

DPLC Team members

Participants

Instructional Staff

Schedule

Every 6 Weeks, from 9/20/2017 to 5/23/2018

G2. Increase ELA and Mathematics learning gains in the lowest 25% (Division Priority: Narrow Achievement Gap).

G2.B3 Limited academic vocabulary

G2.B3.S1 DPLC members will participate in professional development on the instruction of Academic Vocabulary.

PD Opportunity 1

Attend DPLC professional development which includes the components of vocabulary support.

Facilitator

District personnel

Participants

DPLC members

Schedule

Every 6 Weeks, from 9/12/2017 to 5/10/2018

G2.B3.S2 Provide training through the DPLC members on the instruction of Academic Vocabulary.

PD Opportunity 1

DPLC members will provide professional development to teachers on best practices for vocabulary support.

Facilitator

DPLC Members

Participants

Instructional Staff

Schedule

Every 6 Weeks, from 9/20/2017 to 5/23/2018

G2.B3.S3 Students utilization of academic notebooks with emphasis on vocabulary

PD Opportunity 1

Teachers will receive professional development on the components of academic notebooks.

Facilitator

Luz Hale

Participants

Classroom teachers

Schedule

On 8/8/2017

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	Attend DPLC Professional Development				\$0.00
2	G1.B1.S1.A2	Cheney DPLC members will create and implement a professional learning cycle.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	140-Substitute Teachers	0711 - Cheney Elementary	General Fund		\$1,500.00
3	G1.B1.S2.A1	DPLC members will provide professional development to the teachers.				\$0.00
4	G1.B1.S2.A2	DPLC members will observe colleagues and provide actionable feedback.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	140-Substitute Teachers	0711 - Cheney Elementary	General Fund		\$1,500.00
5	G2.B3.S1.A1	Attend DPLC professional development which includes the components of vocabulary support.				\$0.00
6	G2.B3.S1.A2	DPLC members will collaborate on best practices to support academic vocabulary.				\$0.00
7	G2.B3.S2.A1	DPLC members will provide professional development to teachers on best practices for vocabulary support.				\$0.00
8	G2.B3.S2.A2	DPLC members will observe colleagues on the use of best practices for vocabulary and provide actionable feedback.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	140-Substitute Teachers	0711 - Cheney Elementary	General Fund		\$1,500.00
9	G2.B3.S3.A1	Teachers will receive professional development on the components of academic notebooks.				\$0.00
10	G2.B3.S3.A2	All students will have and utilize academic notebooks.				\$0.00
Total:						\$4,500.00