



## Ocps Academic Center For Excellence

701 W LIVINGSTON ST, Orlando, FL 32803

<https://ocpsace.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)
Combination School PK-8	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	98%

### School Grades History

Year  
Grade

### 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 Ocps Academic Center For Excellence

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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.

At OCPS Academic Center for Excellence we embrace our families as a whole. A full-time social worker is dedicated to the enhancement of our families. We have a partnership with the Rosen Foundation, Boys and Girls Club, and Orange Blossom Health who provide free services to our families on campus. Multiple services are provided through Children's Home Society with an on site Community School Director. We also have opportunities for teachers and families to build relationships outside of the school day through extracurricular clubs.

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

At OCPS Academic Center for Excellence we have structures for before, during and after school that ensure student safety. Before school, all kindergarten through fifth grade students go through the cafeteria and enjoy breakfast with their peers. Middle school students meet at the gym to have breakfast. They are greeted along the way and in the cafeteria with "Good Morning" and friendly smiles. There is a routine in the cafeteria for students wanting breakfast and for students ready to go to class. While in school, teachers provide a safe learning environment with routines in place to make students feel successful. During lunch and specials, there are also routines that keep students safe and give them the opportunity to socialize in an organized manner. After school, students are escorted to their dismissal locations where they are greeted by family members or they walk home with a "have a great day" or "see you tomorrow".

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

At OCPS Academic Center for Excellence staff members were trained in Conscious Discipline. Teachers maintain their own behavior system in their classroom to create an effective learning environment. School expectations are posted around the school for consistency among all grade levels.

##### d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

At OCPS Academic Center for Excellence we have many resources for students to ensure their social-emotional needs are met. We have a full time social worker who supports our families and advocates for our students. We have Children's Home Society who has a representative on our

campus to help provide any services as well as clubs and activities that support the student in other ways. There is a counselor who meets with our students regularly to ensure social needs are met. There are mentoring groups that work with boys and girls and support both their academic and social needs.

## 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/430608>.

**2. Description**

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

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

OCPS Academic Center for Excellence has program coordinator from Children's Home Society, a parent engagement liaison, and a social worker full time who reach out to the community to secure resources for the families. These resources include school supplies, backpacks, and clothes as well as incentives such as bicycles. Our partners are able to see the difference they make in the students by volunteering their time as well.

## 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
Rollins, Andrew	Principal
Felipa-Hayes, Grace	Assistant Principal
Watson, Lauren	Assistant Principal
Castiblanco, Rocio	Other
Manning, Tonia	Instructional Coach
Rehm, Dana	Attendance/Social Work
Rogers, Hollie	Instructional Coach
Stringer, Kimberly	Instructional Coach
	Assistant Principal

## b. Duties

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

The School Principal and Assistant Principals will ensure a safe learning environment, monitor all student data, ensure instructional best practices and coach teachers to perform to the best of their ability. The curriculum resource teacher (CRT) will provide, and adjust as necessary, all intervention/enrichment curriculum for teachers. The CRT will also provide professional development for teachers as needed.

The academic coaches will provide support to teachers through the coaching cycle.

The Social Worker will provide support for families and build/enhance the relationship between home and school.

### **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 principal formed a leadership team to monitor student growth, improve teaching strategies and implement best practices within the classroom.

The leadership team is:

CRT- instructional coach, head of professional development, textbook manager, testing coordinator.

Reading Coach- provides best practices, model lessons, and guided instruction for kindergarten through eighth grade teachers.

Dean of students - instills school wide behavior plan, holds counseling groups for identified students to help with social/emotional needs, sets up an organized routine in cafeteria, and ensures positive feedback for all students through positive behavior rewards.

The principal will hold bi-weekly data meetings to discuss progress of all students. All members of the leadership team will be present to give feedback or help implement interventions, if needed. Data collected from these meetings will be used to drive Tier I and tutoring instruction and adjust intervention plans.

Title I funds are used for staff development, instructional books and materials, parental involvement

activities, tutoring, staffing for two Pre-Kindergarten teachers and paraprofessionals, and technology. Title II funds are used for staff development activities that are designed to improve student achievement and instruction.

Title III funds are used to provide support for the ELL population in grades K-8. Services, instructional materials and other resources are provided through the district office to provide equal opportunities to all students.

The Homeless Education Program, headed by the dean through the McKinney Vento Act, provides services to our students who are classified as homeless. When parents register their children for school, they complete the OCPS Housing questionnaire. The school counselor and parent coordinator are the contacts for this program and ensure parents are aware of the services available to families.

OCPS Academic Center for Excellence offers breakfast, lunch and dinner programs that are in compliance with the USDA Breakfast and Lunch Program.

Nutrition and health lessons are taught by the PE teachers.

Head Start:

OCPS Academic Center for Excellence has two full time VPK classrooms.

Adult Education:

OCPS Academic Center for Excellence is partnering up with UCF and Valencia. They will offer GED classes as well as college courses to our parents for free on campus.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Andrew Rollins	Principal
Lauren Watson	Teacher
Shannon Currie	Parent
Pastor Spooney	Business/Community
Yahir Santos	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

N/A

b. Development of this school improvement plan

The SAC Committee provided feedback.

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

The annual budget was shared at the first PTA Meeting.

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

OCPS ACE is a new school.

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

No

*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
Manning, Tonia	Instructional Coach
Felipa-Hayes, Grace	Assistant Principal
Rollins, Andrew	Principal
Watson, Lauren	Assistant Principal
Castiblanco, Rocio	Other

**b. Duties**

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

The Literacy Team will provide training in the continued implementation of Florida State ELA standards, rigor, and increased focus on use of informational text with higher complexity/lexile levels. They will explore and provide resources incorporating reading and writing both in the classroom and for families. They will involve families and their students through Literacy Night, content curriculum nights and STEM connections. They will promote the Accelerated Reader program to increase reading skills in students in order to achieve fluency and reading comprehension. They will also implement a Sunshine State Young Readers' Award program to encourage our students to read.

**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.**

Teachers were given the opportunity before pre-planning to plan as a team. The principal and assistant principals stated their expectations for common planning and assessments. Teachers will use Google Drive to share lesson ideas, manage ideas, and promote best practices with their team.

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

New teachers at OCPS Academic Center for Excellence are automatically enrolled in our Lion Academy for teachers. There are meetings scheduled to support new teachers monthly with anything they may need as well as an assigned mentor.

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

The purpose of the program is to provide support and professional growth for new and growing teachers. The goals of this program are to:

- assist in refining and extending the instructional skills of new teachers to ensure students' success
- enhance professional relationships through common planning
- retain new teachers

Mentor teachers are chosen based on their teaching expertise, ability to work with others, knowledge and responsibility.

Mentors and mentees will meet weekly or more frequently, if needed, to plan, discuss school and district policies, and work on best teaching practices.

## **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 assistant principals, CRT, and academic coaches are responsible for distribution of curriculum materials provided by the district and will highlight what would be best suited for instruction with appropriate alignment to the standards. They will model the use of other resources that could be utilized

to support the integration of science and social studies into ELA.

#### **b. Instructional Strategies**

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

All classes will take 'beginning of the year' assessments, as directed by the principal and assistant principal, and results will be disaggregated at our first data meeting. The data collected from that meeting and every other data meeting will be used to drive core instruction, small groups, intervention groups, tutoring, and morning clubs. For example, if the data reveals that some students are mastering the standards consistently, lessons will be created to challenge those students with more rigorous tasks and assignments. In the same manner, we will employ differentiation for those students who do not meet proficiency levels on the standards taught by regrouping them into small groups.

##### **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:** Extended School Day

**Minutes added to school year:** 3,600

OCPS ACE will provide after school tutoring twice a week . Each session will be 45 minutes.

**Strategy Rationale**

Providing tutoring for students in reading, math, science, and civics will increase student proficiency rates.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Watson, Lauren, lauren.limoncelliwatson@ocps.net

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

iReady, STO Assessments

**Strategy:** Weekend Program

**Minutes added to school year:** 3,600

OCPS ACE will provide Saturday school tutoring for 20 Saturdays. Each session will be 3 hours.

**Strategy Rationale**

Providing tutoring for students in reading, math, science, and civics will increase student proficiency rates.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Watson, Lauren, lauren.limoncelliwatson@ocps.net

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

iReady, STO 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.

OCPS Academic Center for Excellence has a social worker who visits with the families and discusses first day of school hardships. Also, any family with students who have special needs are identified and a transition plan is put in place.

## 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.
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
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.

## 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.** Student achievement in will increase when teachers execute scaffolded, rigorous, standards-based lessons.
  
- G2.** Student achievement will increase when teachers collaboratively plan for scaffolded, rigorous, standards-based instruction that includes cognitively complex tasks.

## 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. Student achievement in will increase when teachers execute scaffolded, rigorous, standards-based lessons.** 1a

G095825

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	63.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers have limited knowledge of the rigorous Florida standards and lack instructional strategies to meet the needs of students.

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

- Title I funds, school based instructional coaches, STO instructional coaches, Florida standards and item specifications

**Plan to Monitor Progress Toward G1.** 8

Leadership Team will analyze student data to determine whether an increase in student achievement has occurred as a result of collaborative planning, tutoring, or iReady usage.

**Person Responsible**

Andrew Rollins

**Schedule**

Biweekly, from 8/10/2017 to 5/31/2018

**Evidence of Completion**

Student achievement will increase

**G2.** Student achievement will increase when teachers collaboratively plan for scaffolded, rigorous, standards-based instruction that includes cognitively complex tasks. 1a

G095826

**Targets Supported** 1b

Indicator	Annual Target
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**Targeted Barriers to Achieving the Goal** 3

- Teachers need continued practice in the structures that support effective collaborative planning.

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

- Common Core Standards, Webbs Depth of Knowledge, Marzano's Framework, Project-based learning, District adopted intervention resources

**Plan to Monitor Progress Toward G2.** 8

Student progress monitoring data will be collected and desegregated to ensure student growth in reading and math.

**Person Responsible**

Lauren Watson

**Schedule**

Biweekly, from 9/8/2017 to 5/31/2018

**Evidence of Completion**

iReady data, MTSS 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

**1** = Problem Solving Step       **S123456** = Quick Key

**G1.** Student achievement in will increase when teachers execute scaffolded, rigorous, standards-based lessons. 1

G095825

**G1.B1** Teachers have limited knowledge of the rigorous Florida standards and lack instructional strategies to meet the needs of students. 2

B257948

**G1.B1.S1** Academic coaches and instructional leaders will provide actionable feedback to teachers and if needed model lessons. 4

S273021

### **Strategy Rationale**

Instructional pedagogy will improve through the coaching cycle.

### **Action Step 1** 5

Coaches will model effective standards based lessons for teachers

#### **Person Responsible**

Rocio Castiblanco

#### **Schedule**

Monthly, from 8/7/2017 to 5/31/2018

#### **Evidence of Completion**

Teachers will implement strategies modeled in daily lessons

### **Action Step 2** 5

Tutoring-Lion Scholars' Academy

#### **Person Responsible**

Lauren Watson

#### **Schedule**

Weekly, from 8/16/2017 to 5/14/2018

#### **Evidence of Completion**

Sign in sheets and power point presentation

### Action Step 3 5

Saturday Tutoring-Lion Scholars' Academy

**Person Responsible**

Rocio Castiblanco

**Schedule**

Biweekly, from 8/16/2017 to 5/19/2018

**Evidence of Completion**

Coaching logs, iobservation data

### Action Step 4 5

iReady training for teachers

**Person Responsible**

Rocio Castiblanco

**Schedule**

On 9/27/2017

**Evidence of Completion**

iReady diagnostic

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

Principal will compile classroom walk-through data with documented teacher feedback and teacher observation data recorded in iObservation

**Person Responsible**

Andrew Rollins

**Schedule**

On 5/31/2018

**Evidence of Completion**

Lesson plans containing appropriate and increased use of Webb's DOK thinking levels and intentionally planned use of Marzano's Design Questions 3 and 4, and data from classroom walk-throughs and observations

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

Leadership Team will analyze student data to determine whether an increase in student achievement has occurred as a result of standard based lessons.

**Person Responsible**

Andrew Rollins

**Schedule**

On 5/31/2018

***Evidence of Completion***

Student data and iObservation data show a correlation to increased student achievement.

**G2.** Student achievement will increase when teachers collaboratively plan for scaffolded, rigorous, standards-based instruction that includes cognitively complex tasks. 1

G095826

**G2.B1** Teachers need continued practice in the structures that support effective collaborative planning. 2

B257949

**G2.B1.S1** Leadership Team will conduct classroom walkthroughs and provide feedback to teachers regarding standards-based instruction. 4

S273022

### **Strategy Rationale**

This will provide continued support to the teachers and help build their effective pedagogy.

### **Action Step 1** 5

Academic Coaches and Team Leaders will facilitate common planning meetings that discuss standards based lessons.

#### **Person Responsible**

Rocio Castiblanco

#### **Schedule**

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

#### **Evidence of Completion**

Lesson plans

### **Action Step 2** 5

Administrators will provide feedback to teachers about effective planning procedures.

#### **Person Responsible**

Lauren Watson

#### **Schedule**

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

#### **Evidence of Completion**

Notes on common planning, iobservation

**Action Step 3** 5

Lesson plans will be reviewed and feedback provided prior to the lesson beginning.

**Person Responsible**

Lauren Watson

**Schedule**

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

***Evidence of Completion***

Lesson plans, Lesson plan feedback forms

**Action Step 4** 5

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

A schedule of walkthroughs will be provided to the leadership team to ensure all teachers are equally monitored.

**Person Responsible**

Rocio Castiblanco

**Schedule**

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

***Evidence of Completion***

Notes and feedback forms

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

Student data will be monitored to ensure growth in reading and math.

**Person Responsible**

Lauren Watson

**Schedule**

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

***Evidence of Completion***

iReady data, MTSS data

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B1.S1.A4 A366376	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A4 A366372	iReady training for teachers	Castiblanco, Rocio	9/27/2017	iReady diagnostic	9/27/2017 one-time
G1.B1.S1.A2 A366370	Tutoring-Lion Scholars' Academy	Watson, Lauren	8/16/2017	Sign in sheets and power point presentation	5/14/2018 weekly
G1.B1.S1.A3 A366371	Saturday Tutoring-Lion Scholars' Academy	Castiblanco, Rocio	8/16/2017	Coaching logs, iobservation data	5/19/2018 biweekly
G1.MA1 M392707	Leadership Team will analyze student data to determine whether an increase in student achievement...	Rollins, Andrew	8/10/2017	Student achievement will increase	5/31/2018 biweekly
G2.MA1 M392710	Student progress monitoring data will be collected and desegregated to ensure student growth in...	Watson, Lauren	9/8/2017	iReady data, MTSS Data	5/31/2018 biweekly
G1.B1.S1.MA1 M392705	Leadership Team will analyze student data to determine whether an increase in student achievement...	Rollins, Andrew	8/23/2017	Student data and iObservation data show a correlation to increased student achievement.	5/31/2018 one-time
G1.B1.S1.MA1 M392706	Principal will compile classroom walk-through data with documented teacher feedback and teacher...	Rollins, Andrew	8/9/2017	Lesson plans containing appropriate and increased use of Webb's DOK thinking levels and intentionally planned use of Marzano's Design Questions 3 and 4, and data from classroom walk-throughs and observations	5/31/2018 one-time
G1.B1.S1.A1 A366369	Coaches will model effective standards based lessons for teachers	Castiblanco, Rocio	8/7/2017	Teachers will implement strategies modeled in daily lessons	5/31/2018 monthly
G2.B1.S1.MA1 M392708	Student data will be monitored to ensure growth in reading and math.	Watson, Lauren	8/28/2017	iReady data, MTSS data	6/1/2018 weekly
G2.B1.S1.MA1 M392709	A schedule of walkthroughs will be provided to the leadership team to ensure all teachers are...	Castiblanco, Rocio	8/28/2017	Notes and feedback forms	6/1/2018 weekly
G2.B1.S1.A1 A366373	Academic Coaches and Team Leaders will facilitate common planning meetings that discuss standards...	Castiblanco, Rocio	8/7/2017	Lesson plans	6/1/2018 weekly
G2.B1.S1.A2 A366374	Administrators will provide feedback to teachers about effective planning procedures.	Watson, Lauren	8/7/2017	Notes on common planning, iobservation	6/1/2018 biweekly
G2.B1.S1.A3 A366375	Lesson plans will be reviewed and feedback provided prior to the lesson beginning.	Watson, Lauren	8/7/2017	Lesson plans, Lesson plan feedback forms	6/1/2018 weekly

## V. Professional Development Opportunities

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

**G1.** Student achievement in will increase when teachers execute scaffolded, rigorous, standards-based lessons.

**G1.B1** Teachers have limited knowledge of the rigorous Florida standards and lack instructional strategies to meet the needs of students.

**G1.B1.S1** Academic coaches and instructional leaders will provide actionable feedback to teachers and if needed model lessons.

### **PD Opportunity 1**

Coaches will model effective standards based lessons for teachers

#### **Facilitator**

Academic Coaches, CRT

#### **Participants**

Teachers

#### **Schedule**

Monthly, from 8/7/2017 to 5/31/2018

### **PD Opportunity 2**

iReady training for teachers

#### **Facilitator**

IReady, CRT

#### **Participants**

Teachers

#### **Schedule**

On 9/27/2017

**G2.** Student achievement will increase when teachers collaboratively plan for scaffolded, rigorous, standards-based instruction that includes cognitively complex tasks.

**G2.B1** Teachers need continued practice in the structures that support effective collaborative planning.

**G2.B1.S1** Leadership Team will conduct classroom walkthroughs and provide feedback to teachers regarding standards-based instruction.

**PD Opportunity 1**

Academic Coaches and Team Leaders will facilitate common planning meetings that discuss standards based lessons.

**Facilitator**

academic coaches

**Participants**

Teachers

**Schedule**

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

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Coaches will model effective standards based lessons for teachers				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	1014 - Ocps Academic Center For Excellence	General Fund		\$5,000.00
2	G1.B1.S1.A2	Tutoring-Lion Scholars' Academy				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1014 - Ocps Academic Center For Excellence	Title, I Part A		\$10,000.00
3	G1.B1.S1.A3	Saturday Tutoring-Lion Scholars' Academy				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1014 - Ocps Academic Center For Excellence	General Fund		\$15,000.00
4	G1.B1.S1.A4	iReady training for teachers				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1014 - Ocps Academic Center For Excellence			\$2,000.00
5	G2.B1.S1.A1	Academic Coaches and Team Leaders will facilitate common planning meetings that discuss standards based lessons.				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1014 - Ocps Academic Center For Excellence			\$8,000.00
6	G2.B1.S1.A2	Administrators will provide feedback to teachers about effective planning procedures.				\$0.00
7	G2.B1.S1.A3	Lesson plans will be reviewed and feedback provided prior to the lesson beginning.				\$0.00
8	G2.B1.S1.A4					\$0.00
<b>Total:</b>						<b>\$40,000.00</b>