

Orange County Public Schools

Ocoee Elementary



2017-18 Schoolwide Improvement Plan

Ocoee Elementary

400 S LAKEWOOD AVE, Ocoee, FL 34761

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Ocoee 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.

During pre-planning, emphasis is placed on developing strong relationships with students; teachers are given strategies for effective communication with parents and building relationships with students. The use of Kagan strategies promotes class-building and team-building within classrooms and grade levels. The teachers will work with students using Positive Behavior Support strategies to create safe, manageable classroom environments. There is a school-wide focus on connecting with families and community through Facebook, the school website, Connect Orange phone messages, newsletters, student planners and positive phone calls.

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

Students are guided to internalize the Cardinal Code - Safe, Responsible, Respectful and Kind. It is embedded in the school-wide discipline plan and is visible as part of all classroom management plans. It is reiterated on morning announcements and in conversations with students. In addition, students are guided to apply this code to all aspects of their day from classroom behaviors to common area safety (lunchroom, hallways, media center, etc.).

Expectations for student interaction are clearly communicated and any unsafe or disrespectful behavior is addressed immediately. Positive consequences are implemented as students are recognized for displaying model behavior based on the Cardinal Code. As students arrive to school before the bell, they wait outside classrooms where they interact with adults who deliberately provide a safe and respectful environment through encouragement and reinforcement of social and academic skills. All areas of the school campus are monitored by staff during arrival and dismissal to ensure that safe practices and appropriate behavior are exhibited at all times.

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

The school-wide behavior plan is called the Cardinal Code. Students know and are able to articulate the Code: Ocoee students are safe, responsible, respectful and kind. All rules and procedures are built around these tenets. Teachers and staff members are able to monitor behavior according to the code and positive and negative points are provided through the school-wide use of various tracking methods including Class Dojo. Parents are informed of the behavior expectations and are provided feedback via the online behavior management and communication system within Class Dojo, student planners and phone calls.

A system is in place for intervention with more challenging behaviors. Being a cluster site for students with Autism Spectrum Disorders (ASD), there are students on individualized behavior plans. A communication system is in place for teachers to call for assistance from school administration or the Behavior Specialist depending on student need.

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.

Our school Guidance Counselor provides a comprehensive guidance program that includes classroom guidance lessons, small groups based on identified needs such as grief, divorce/separation, social skills, coping skills, and referrals to outside agencies to address specific student needs. Mentors are provided for students who need additional support. Teachers have been trained in Kagan structures for class building and team building, which they employ on a regular basis. In the mornings, Junior Additions from the neighboring middle school volunteer in classrooms supporting teachers and students. Students are encouraged to be involved in activities beyond the classroom such as Cardinal Cabinet, Safety Patrols, Recycling Club, Chess Club, Student Government (Cardinal Cabinet), Rocket Club, Battle of the Books, Girls on the Run and Boys on Track.

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.

Child study teams, coaches, administration and teachers collaborate to discuss every child using appropriate data and observations. Potential issues are noted and addressed early as indicators appear at each conference. These conferences occur with each teacher every 6-8 weeks. Indicators include, but are not limited to: attendance, behavior (including suspensions), failing grades on classroom assessments that may lead to course failure, and low scores on school, district and standardized tests.

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	10	16	13	21	12	17	0	0	0	0	0	0	0	89
One or more suspensions	0	1	1	3	0	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	11	14	8	14	14	23	0	0	0	0	0	0	0	84
Level 1 on statewide assessment	0	0	0	46	28	53	0	0	0	0	0	0	0	127

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	5	1	16	10	24	0	0	0	0	0	0	0	58

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

Child study meetings with teachers serve as an early warning system to avoid or address student difficulties. These child study meetings include data analysis so that we may identify student academic needs. Each teacher meets with the child study team to discuss academic progress, social and behavioral needs. Students in subgroups are monitored closely; specifically those within the ELL and SWD subgroups. Academic needs are then addressed through the MTSS process. Students are identified for Tier II intervention through frequent formative assessments. Teachers work together in teams to address these needs through a 30 or 45 minute daily intervention block. Progress is monitored biweekly with the MTSS team that includes the staffing specialist, the MTSS coach, the instructional coach, the school psychologist, and various academic team members. Students who are not progressing toward grade level expectations at an appropriate rate receive additional Tier III intervention that is deliberate, explicit and monitored weekly. Additionally, select students identified through data analysis receive before school tutoring in reading and/or math. Students whose attendance falls below 90% are discussed during Child Study Team meetings and families are placed on a contract. As a result of the discussion, additional strategies and support may be provided, including social worker involvement or other outside agencies.

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/500524>.

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.

Community involvement is expected to increase. An active PTA Board has hosted parent meetings and planned a variety of activities to gain support for PTA among the parent population. The Guidance Counselor has taken on the role of Partners in Education coordinator, meeting with local businesses to build partnerships. Various activities like Publix Math Night have been scheduled to coincide with PTA meetings to increase parental involvement. Additionally, to promote college and career readiness, relationships with local businesses and schools will expose students to the community workforce. Field trips to the local blueberry farm, the Ocoee Fire Department, City Hall, and Westside Tech will provide students with opportunities to explore careers available in our community. In addition, the Bilingual Parental Engagement Liason will be an active member of SAC and the PTA and is charged motivating families to be involved in school functions and activities

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
Gonzalez, Ana	Principal
Brzakala, Lisa	Other
Singh, Kiran	Instructional Coach
Gladden, Michael	Assistant Principal
Hatch, Natalie	Other
Rafferty, Leslie	Instructional Coach

b. Duties

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

*Dr. Ana Gonzalez, Principal

Provides vision and direction for the team as well as communicating school-wide goals. Communicate expectations for instruction in core subjects.

*Michael Gladden, Assistant Principal

Supports the school's vision and team with implementation of the plan. Assist with communication of expectations for instruction in core subjects.

*Kiran Singh, Instructional Coach

Supports implementation of the 90 minute reading block. Provides professional development for research-based instructional practices. Develops school-wide intervention plan with grade level teams. Guides teachers with collaborative team planning of instruction and assessments with ELA. Guides child study meetings. Supports implementation of the 60 minute math block. Provides professional development for research-based instructional practices. Develops school-wide intervention plan with grade level teams. Guides teachers with collaborative team planning of instruction and assessments with Math. Participates in child study meetings.

*Leslie Rafferty, Instructional Coach

Supports implementation of effective instructional strategies by observing, providing feedback to and coaching teachers. Gathers and analyzes data to build school-wide effectiveness. Assists and coaches teachers with analysis of data to determine needs and effectiveness of current practices in order to plan for instruction, intervention and enrichment. Coordinates assessment administration.

*Lisa Brzakala, Guidance Counselor

Monitors student attendance and implements strategies to decrease absenteeism and tardiness. Creates and facilitates community partnerships. Implements a comprehensive guidance program.

*Natalie Hatch, Staffing Specialist

Participates in the analysis of student data. Collaborates with team members to determine need to continue current intervention plan or administer further evaluation.

*Sandra Martinez, MTSS Coordinator

Participates in the analysis of student data. Collaborates with team members to determine initial intervention plans and needs to continue current intervention plan.

The team members provide feedback and recommendations to the principal based on their

instructional area (guidance, behavior, curriculum, etc.). This information, along with feedback from grade level team leaders and test scores provide the basis of our SIP. Data is reviewed, recommendations for intervention are discussed and team members assist in writing plans for implementation. Team members monitor progress of the plan by reviewing various data (FSA scores, common assessments, behavior charts, anecdotal evidence, etc.). Parent input is sought and included. Additional personnel such as a social worker and parent advocate are invited, as appropriate.

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.

School-wide team members meet to discuss student progress. Current school-wide data is reviewed by the leadership team to determine trends/need for school-wide adjustments of instruction or to determine next steps. Members, according to their role, review data to determine strategies to be used, time frame, and any changes that need to be implemented. The MTSS process assists us in our attempts to decrease the disproportionate classification of students into Special Education programs by providing early intervention and adjustment to instruction to improve student success.

Federal funding is used to provide funding for personnel as follows: Title I Funds are utilized to provide Instructional Coaches in the areas of literacy, math and science to support teacher growth and student achievement. Title I Funds also offer our students free or reduced cost field trip opportunities to local history, art and science museums, theaters and cultural performances. Federal funding is also used to provide professional development focused on improved mathematics instruction, technology integration and improved reading instruction through the use of assessment, data collection, differentiation, small group instruction and monitoring. SAI funds are used to provide reading materials, intervention and tutoring for struggling students. Title I funds also support activities which include Meet the Teacher, Open House, SAC/PTA meetings, school spirit nights at various Partners in Education (PIE) businesses, book fairs, and survey/feedback opportunities. In addition, Federal Funds support our VPK program and kindergarten readiness. District support personnel provide resources and expertise. Through Title I funds, our VPK and Kindergarten students are provided with literacy focused opportunities from the Michele Puppets to help students learn essential pre-reading skills. Our Homeless Liaison, Migrant Services office, guidance counselor and social workers work closely with the district office to ensure that we are aware of and are able to offer resources to all our qualifying families. We have established a collaborative relationship with a local church to provide food items on a weekly basis to families in need. Shoes for needy students are also provided. The guidance counselor provides whole group and small group lessons promoting non-violence. The Behavior Leadership Team guides us in the implementation of our school-wide behavior plan which is based on our Cardinal Code of being Safe, Responsible, Respectful and Kind. Classroom teachers implement class rules and procedures based on the Cardinal Code. All teachers address their students during the first days of school in order to promote and establish the guidelines and expectations for instruction and behavior. The cafeteria personnel promote healthy eating by providing information to families/students. Newsletters, Student Planners and the Ocoee Elementary Facebook page are used to promote input and interaction with day-to-day school procedures. The PE teacher is our wellness representative and serves on our Healthy School Team along with our Nurse and Guidance Counselor.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ana Gonzalez	Principal
Natalie Hatch	Teacher
Lisa Brzakala	Teacher

b. Duties

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

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

a. Evaluation of last year's school improvement plan

SAC members review last year's plan to discuss the goals that were accomplished, as well as the need to continue with ongoing or unmet goals. SAC members discuss program successes and parent involvement activities that were especially beneficial for Ocoee families.

b. Development of this school improvement plan

The SAC members reviewed results of the Needs Assessment (School Effectiveness Survey) to make recommendations for the upcoming year. SAC members focused on student achievement data. They also assisted in the monitoring strategies that were implemented throughout the year.

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

SAC members discuss continued allocation of funds for intervention programs, reading materials, hands-on math and science materials, and adequate support for professional development for teachers.

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

N/A

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

Yes

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

The SAC will meet in October and the SAC rosters are expected to be available by the district to ensure we have the correct representation at the meetings.

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
Gonzalez, Ana	Principal
Hardie, Lisa	Teacher, K-12
Turner, Isabel	Instructional Media
Singh, Kiran	Instructional Coach
Rafferty, Leslie	Instructional Coach
Castle, Karen	Teacher, K-12
Scime, Madonna	Teacher, K-12
Cool, Laura	Teacher, K-12
Hermesman, Kathy	Teacher, K-12
Vilbrun, Marie	Teacher, K-12
Zemaitis, Keri	Teacher, K-12
McDowell, Lakisha	Teacher, K-12

b. Duties

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

The Literacy Leadership Team supports reading and writing across content areas in order to increase student achievement with more complex text. Multiple opportunities for professional development will be made available through district and school resources. Additional professional development will result from data focused on student need. There will be a focus on strengthening small group instruction that is differentiated and targeted. In addition, the team will work to incorporate strategies from the District Literacy PLC in regards to content specific complex texts, standards aligned-task, and model close reading strategies. As the year progresses, the LLT will determine professional development in the area of integrating technology based on student data and state standardized assessments. A series of workshops will emphasize effective core instruction within the 90 minute reading block along with assurance of Tier II and Tier III interventions to meet the needs of struggling readers in additional minutes outside of the regular reading block.

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.

Collaborative planning time for each grade level is provided daily. Before the school year began, teachers were provided a three days of paid pre-planning days to work collaboratively to develop unit plans for the first nine weeks of school. Team leaders will meet monthly with the principal, as a group and individually, to discuss team progress with the PLC process.

Supportive structures and strategies will be shared throughout the year to maintain and further strengthen teams.

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

Administrators review resumes and applications for highly qualified candidates. The principal conducts extensive reference checks on each candidate. Administration and instructional coaches provide

mentors and training opportunities throughout the school year. The leadership team provides feedback and opportunities to collaborate with others and utilize or develop leadership skills.

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

The school's instructional coach works with administration to pair new/beginning teachers with experienced teachers with similar grade level or subject area experience who have completed Clinical Educator training and meet district qualifications to be mentors. The school coach attends instructional coach workshops and has taken the OCPS online Coaching and Mentoring class along with the Facilitative Coaching series. Information learned at these sessions will be shared with the mentoring groups at monthly meetings and via email. The instructional coach has an "open door" policy and is available at any time to answer questions, provide guidance, support or materials as needed to guide teachers toward success. Coaches and mentors conduct teacher observations in order to provide support, guidance and feedback. Mentors orient and share school and district information and resources, assist with curriculum planning, activities and school-wide initiatives to grade level teams. In addition, the mentors and coach assist teachers with the completion of the Beginning Teacher Portfolio process for first and second year teachers and the acquisition of permanent teacher certification for non-education major teachers.

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.

Data from formative assessments is reviewed and analyzed to determine the number of students who are above, at or below expectations for proficiency of the Florida Standards. Grade level teachers form intervention or enrichment groups according to the data. Groups are fluid and monitored for growth. Changes are made according to progress and mastery. Students are assessed in reading using the Fountas & Pinnell Reading Benchmark Assessment, the i-Ready Diagnostic Assessment and the Core Phonics Assessment. Data is used to form guided reading groups in which students practice reading strategies at their level so that they may move rapidly to gain proficiency with grade level reading. In math, students receive small group instruction daily to address individual strengths and weaknesses as determined by formative assessments and the i-Ready Diagnostic Assessment. Time is allotted daily for Tier II and Tier III intervention and enrichment. Before school tutoring is also provided to meet the needs of students. English Language Learners within their first year of entry to U.S. schools use the Imagine Learning program to assist with academic language development. Furthermore, as a cluster ESE school the results of our BPIE assessment support a least restrictive

environment for students with specific disabilities. Staff training and scheduling reviews will take place collaboratively with FIN (Florida Inclusion Network).

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: 4,500

Before school tutoring is provided for students receiving Tier II and Tier III interventions and/or a score of level 1 or 2 on the 2017 FSA. This tutoring provides intervention on targeted skills to strengthen the foundational reading and math skills of the students. School-based assessments are used to determine individual needs. Students are monitored through a baseline and final assessment to determine if they have mastered the targeted skills required for grade level mastery.

Strategy Rationale

Student data revealed that student reading and math skills were below proficiency. Therefore, these students have been invited to before/after school tutoring.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Singh, Kiran, kiran.singh@ocps.net

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

Attendance sheets, lesson plans and progress monitoring data will be collected, such as Fountas and Pinnell reading levels, MAP, i-Ready data and formative assessments will be analyzed to determine effectiveness for enrolled students.

Strategy: Weekend Program

Minutes added to school year: 1,500

Saturday School instruction, with a program that focuses on the enhancement of critical thinking and literacy skills, will be offered to all students grades K-5. The program will be offered two Saturdays a month, bi-monthly, for the entire school year.

Strategy Rationale

Students will be offered enrichment activities in reading and science.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Singh, Kiran, singh.kiran@ocps.net

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

i-Ready assessments .

Strategy: Extended School Day

Minutes added to school year: 4,500

Extended Media Center hours are offered 3 times each week to students to either work on homework or book club activities.

Strategy Rationale

Based on report card data and teacher feedback, there is a need for structured homework time for our students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Singh, Kiran, singh.kiran@ocps.net

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

Formative assessments and FSA will be analyzed to determine effectiveness for students in attendance.

Strategy: Extended School Day

Minutes added to school year: 1,500

Students are motivated to read through programs such as Sunshine State Readers, myON, Accelerated Reader (AR) and Pebble Go.

Strategy Rationale

Students respond to school-based incentives and develop a desire to read a variety of fiction and non-fiction text.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Turner, Isabel, isabel.turner@ocps.net

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

Data from AR and myON and student evidence will be used to determine the effectiveness of this strategy.

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.

VPK instruction focuses on kindergarten readiness standards in the areas of Physical Development, Social and Emotional Development, Language, Communication, Emergent Literacy, Cognitive Development and General Knowledge. A safe, welcoming, and culturally aware environment has been created. The VPK teacher and paraprofessional communicate frequently with parents. Capacity building family literacy events (Michelee Puppets) are held throughout the year. Orientation for parents transitioning from VPK to Kindergarten occurs before school starts and during Meet the Teacher/Visit Your New Classroom Event. The VPK teacher is part of the kindergarten PLC. VPK parents receive recorded phone messages from the principal and are invited to all school-wide events.

Fifth grade students visit the feeder pattern middle school and one selected high school during the latter part of the school year. The selected high school offers a feeder pattern school night for students to attend for free.

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.

Ocoee Elementary has implemented several strategies to advance college and career awareness. All faculty members display their college or university alma mater on their door. Students and staff are encouraged to wear college paraphernalia or school spirit shirts on Fridays. Students use academic journals to take 2-3 column notes and record their learning. We are implementing "Project Lead the

Way" in order to expose students to the engineering and design process and careers in the engineering field.

We will host an annual Teach-In event to provide additional exposure to a variety of careers.

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

N/A

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

Ocoee Elementary participates in the OCPS Teach-In Program, a yearly career day to expose students to various careers. The school also participates in STEM lab activities throughout the science classes.

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will collaborate to determine best methods and practices in daily instructional delivery methods in order to increase student achievement. (Accelerate Student Performance) Teachers will utilize outcomes of the I-Ready diagnostics and other unit assessments to make adjustments to curriculum material and presentation to students.

- G2.** Increase parental and community involvement within the school day and provide support to facilitate parental and community involvement after school to assist with increasing student achievement (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. Teachers will collaborate to determine best methods and practices in daily instructional delivery methods in order to increase student achievement. (Accelerate Student Performance) Teachers will utilize outcomes of the I-Ready diagnostics and other unit assessments to make adjustments to curriculum material and presentation to students. **1a**

G098273

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	61.0
ELA/Reading Gains	63.0
Math Lowest 25% Gains	43.0
FSA Mathematics Achievement	58.0
Statewide Science Assessment Achievement	44.0
FSA ELA Achievement	58.0
Math Gains	68.0

Targeted Barriers to Achieving the Goal **3**

- Teachers need to closely align with common planning and compliance in regard to best instructional practices that support daily interventions required for individual students.

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

- IMS
- Instructional Coaches
- CPalms
- District Professional Development

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

iObservation data with feedback to teachers and student formative and summative data

Person Responsible

Leslie Rafferty

Schedule

Every 3 Weeks, from 9/1/2017 to 6/2/2018

Evidence of Completion

iObservation data by teacher (by elements and by ratings) and formative and summative school, district and state data

G2. Increase parental and community involvement within the school day and provide support to facilitate parental and community involvement after school to assist with increasing student achievement (Narrow Achievement Gap). 1a

G098274

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	250.0
FSA ELA Achievement	50.0
FSA Mathematics Achievement	52.0

Targeted Barriers to Achieving the Goal 3

- Parents do not know how they can academically help at home so that their children can be more successful at school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Connect Orange phone messages
- School newsletters in English and Spanish
- After school events with an academic focus

Plan to Monitor Progress Toward G2. 8

Review sign-in sheets and monitor attendance at events.

Person Responsible

Kiran Singh

Schedule

Every 6 Weeks, from 8/14/2017 to 6/2/2018

Evidence of Completion

sign-in sheets

Plan to Monitor Progress Toward G2. 8

Analyze summative student achievement data for trends.

Person Responsible

Leslie Rafferty

Schedule

On 5/15/2018

Evidence of Completion

benchmark exams data, i-Ready data, MAP 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. Teachers will collaborate to determine best methods and practices in daily instructional delivery methods in order to increase student achievement. (Accelerate Student Performance) Teachers will utilize outcomes of the I-Ready diagnostics and other unit assessments to make adjustments to curriculum material and presentation to students. **1**

G098273

G1.B1 Teachers need to closely align with common planning and compliance in regard to best instructional practices that support daily interventions required for individual students. **2**

B264369

G1.B1.S1 The school leadership team in collaboration with district experts, will design and implement a series of data sessions to assure that teachers are adhering to the district driven focus calendar with student proficiency in the Florida standards. Additional support will be provided through the coaching cycle. **4**

S280035

Strategy Rationale

The collaboration of district and school based leadership team will ensure a consistent message, common language and a strong monitoring component. Additional support provided through the coaching cycle will ensure that each teacher receives individualized feedback and modeling to enhance their teaching benefiting student achievement.

Action Step 1 **5**

School based leadership team will participate in district facilitated Literacy PLCs (DPLC) and share with all staff best practices to be implemented.

Person Responsible

Ana Gonzalez

Schedule

Monthly, from 9/15/2017 to 5/8/2018

Evidence of Completion

Individual student artifacts/products reviewed in bi-weekly data review meetings.

Action Step 2 5

The instructional coach along with the CRT will consult with district experts and schedule workshops for the weeks before pre-planning and the actual pre-planning week before school starts. This process will continue on a bi-weekly basis with each grade level team.

Person Responsible

Kiran Singh

Schedule

Biweekly, from 7/25/2017 to 5/25/2018

Evidence of Completion

sign-in sheets, exit slips

Action Step 3 5

Teachers will have the opportunity to conduct peer observations for those teachers who have strong instructional strategies and correlating data.

Person Responsible

Kiran Singh

Schedule

Monthly, from 10/23/2017 to 3/15/2018

Evidence of Completion

iObservation data and feedback to teachers, with teacher reflection sheets.

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

Professional development will be provided with additional support to those struggling teachers who are having difficulty implementing evidence-based learning goals and scales and providing correlating rigorous instruction.

Person Responsible

Leslie Rafferty

Schedule

Quarterly, from 9/6/2017 to 6/2/2018

Evidence of Completion

sign-in sheets, agenda, iObservation data and feedback, and lesson plans

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

The leadership team will conduct i-Observations (walkthroughs, informal and formal) and provide teachers with feedback on evidence based learning that is produced by students and monitored by the teacher. Bi-weekly data meetings provide for further collaboration and assure to the goals described for each student.

Person Responsible

Ana Gonzalez

Schedule

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

Evidence of Completion

iObservation data with actionable feedback to teachers

G1.B1.S2 PLCs will be held on specific days and times with coaches for the purpose collaborative planning, ensuring that lessons meet the rigor of the standards, discussing appropriate instructional strategies, and practicing lessons. 4

S280036

Strategy Rationale

Teachers will have a routine schedule for planning. The schedule will create accountability and allow the coaches and/or administrative support leader to meet with each team of teachers to provide instructional support.

Action Step 1 5

Teachers will have dedicated time scheduled to plan collaboratively with the support of the coaches through PLCs.

Person Responsible

Leslie Rafferty

Schedule

Weekly, from 8/8/2017 to 6/2/2018

Evidence of Completion

PLC minutes

Action Step 2 5

Teams will create a schedule of dedicated time specifically for the planning of standards-based, rigorous lessons that allows coaches to attend and provide support and feedback.

Person Responsible

Kiran Singh

Schedule

Quarterly, from 8/15/2017 to 5/26/2018

Evidence of Completion

PLC meeting schedule, PLC minutes

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

Coaches will attend PLC meetings to provide support for planning rigorous, standards-based lessons.

Person Responsible

Leslie Rafferty

Schedule

Biweekly, from 8/15/2017 to 6/2/2018

Evidence of Completion

PLC minutes with corresponding notes and feedback, iObservation notes reflective of the lesson taught and instructional strategies implemented

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

Administration will review PLC minutes and periodically attend PLC meetings. Administration and coaches will observe classroom instruction and provide feedback through iObservation.

Person Responsible

Ana Gonzalez

Schedule

Monthly, from 8/15/2017 to 5/26/2018

Evidence of Completion

PLC minutes with corresponding notes and feedback, iObservation notes reflective of the lesson taught and instructional strategies implemented

G1.B1.S3 Coaches will facilitate model lessons in PLCs using the gradual release model whereby teams will be supported until they are ready to fully facilitate their own modeled PLC, with coaches providing support when necessary. 4

S280037

Strategy Rationale

Teachers will experience success with the scaffolded support of the coaches.

Action Step 1 5

CRT, Curriculum Coach and administrators will attend PLC meetings, facilitating at first then providing scaffolded support to the teachers as expertise is developed.

Person Responsible

Michael Gladden

Schedule

Weekly, from 8/8/2017 to 6/2/2018

Evidence of Completion

PLC minutes, lesson plans

Action Step 2 5

CRT, Curriculum Coach and administrators will provide feedback on lessons planned and offer support regarding instructional strategies and assist with resources to ensure lessons meet the rigor of the standards.

Person Responsible

Ana Gonzalez

Schedule

Weekly, from 8/8/2017 to 6/2/2018

Evidence of Completion

PLC minutes, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Administration and coaches will review PLC minutes and provide support and feedback.

Person Responsible

Leslie Rafferty

Schedule

Weekly, from 8/15/2017 to 6/2/2018

Evidence of Completion

PLC minutes with corresponding feedback notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Observations will be conducted and the data gathered will be used to target areas of continuing need.

Person Responsible

Ana Gonzalez

Schedule

Biweekly, from 9/1/2017 to 6/2/2018

Evidence of Completion

iObservation data, notes from leadership team meetings

G2. Increase parental and community involvement within the school day and provide support to facilitate parental and community involvement after school to assist with increasing student achievement (Narrow Achievement Gap). 1

G098274

G2.B1 Parents do not know how they can academically help at home so that their children can be more successful at school. 2

B264372

G2.B1.S1 Provide communication to parents regarding the goals of the school and the ways that they can help at home. 4

S280039

Strategy Rationale

Parents want to help their children succeed but do not know how to help their children.

Action Step 1 5

Consistently communicate with parents using the school's Facebook, Connect Orange and information sheets in both Spanish and English.

Person Responsible

Ana Gonzalez

Schedule

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

Evidence of Completion

website posts

Action Step 2 5

Hold after school events with an academic focus that allow for fun and academic achievement to be routinely celebrated.

Person Responsible

Kiran Singh

Schedule

Every 6 Weeks, from 8/14/2017 to 6/2/2018

Evidence of Completion

Title I sign-in sheets, marquee notices, flyers sent home

Action Step 3 5

Hold conference nights and MTSS meetings in which parents can be updated on their child's progress and how they can help at home.

Person Responsible

Michael Gladden

Schedule

Quarterly, from 8/14/2017 to 5/15/2018

Evidence of Completion

Conference notes, Conference night sign-in sheets

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

Administration and coaches will meet to plan events and meet to debrief events.

Person Responsible

Ana Gonzalez

Schedule

Every 6 Weeks, from 8/8/2017 to 6/2/2018

Evidence of Completion

Review of sign-in sheets to monitor participation, team meeting notes/emails

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

Review student achievement data and analyze trends

Person Responsible

Leslie Rafferty

Schedule

Every 6 Weeks, from 9/12/2017 to 5/22/2018

Evidence of Completion

review of student achievement data (grades, common assessment data, progress monitoring data)

G2.B1.S2 Provide adult literacy classes. 4

S280040

Strategy Rationale

By providing literacy classes to the parents, we are helping the parents become stronger readers and are enabling them to help their children with reading.

Action Step 1 5

Work with the OCPS Migrant Services Office and Title 1 support to hold adult literacy classes at our campus for our Spanish speaking parents

Person Responsible

Sandra Martinez

Schedule

Annually, from 9/1/2017 to 5/31/2018

Evidence of Completion

sign-in sheets, class schedule

Action Step 2 5

Work with SAC/PTA to setup Parent Nights that are curriculum related to give parents access to ideas and instructional support so that they are able to help their students at home.

Person Responsible

Leslie Rafferty

Schedule

Every 2 Months, from 10/2/2017 to 5/21/2018

Evidence of Completion

Sign-in Sheets, Student work Portfolios, Parent Portfolios

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

Monitor class schedule and attendance

Person Responsible

Sandra Martinez

Schedule

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

Evidence of Completion

sign-in sheets

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

Interview adult students in the class and receive feedback

Person Responsible

Sandra Martinez

Schedule

Semiannually, from 10/3/2017 to 5/31/2018

Evidence of Completion

attendance records from the class(es)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A3 A377551	Teachers will have the opportunity to conduct peer observations for those teachers who have strong...	Singh, Kiran	10/23/2017	iObservation data and feedback to teachers, with teacher reflection sheets.	3/15/2018 monthly
G1.B1.S1.A1 A377549	School based leadership team will participate in district facilitated Literacy PLCs (DPLC) and...	Gonzalez, Ana	9/15/2017	Individual student artifacts/products reviewed in bi-weekly data review meetings.	5/8/2018 monthly
G2.MA2 M408633	Analyze summative student achievement data for trends.	Rafferty, Leslie	8/14/2017	benchmark exams data, i-Ready data, MAP data	5/15/2018 one-time
G2.B1.S1.A3 A377560	Hold conference nights and MTSS meetings in which parents can be updated on their child's progress...	Gladden, Michael	8/14/2017	Conference notes, Conference night sign-in sheets	5/15/2018 quarterly
G1.B1.S1.MA1 M408621	The leadership team will conduct i-Observations (walkthroughs, informal and formal) and provide...	Gonzalez, Ana	9/5/2017	iObservation data with actionable feedback to teachers	5/18/2018 weekly
G2.B1.S2.A2 A377562	Work with SAC/PTA to setup Parent Nights that are curriculum related to give parents access to...	Rafferty, Leslie	10/2/2017	Sign-in Sheets, Student work Portfolios, Parent Portfolios	5/21/2018 every-2-months
G2.B1.S1.MA1 M408628	Review student achievement data and analyze trends	Rafferty, Leslie	9/12/2017	review of student achievement data (grades, common assessment data, progress monitoring data)	5/22/2018 every-6-weeks
G1.B1.S1.A2 A377550	The instructional coach along with the CRT will consult with district experts and schedule...	Singh, Kiran	7/25/2017	sign-in sheets, exit slips	5/25/2018 biweekly
G1.B1.S2.MA1 M408623	Administration will review PLC minutes and periodically attend PLC meetings. Administration and...	Gonzalez, Ana	8/15/2017	PLC minutes with corresponding notes and feedback, iObservation notes reflective of the lesson taught and instructional strategies implemented	5/26/2018 monthly
G1.B1.S2.A2 A377553	Teams will create a schedule of dedicated time specifically for the planning of standards-based,...	Singh, Kiran	8/15/2017	PLC meeting schedule, PLC minutes	5/26/2018 quarterly
G2.B1.S1.A1 A377558	Consistently communicate with parents using the school's Facebook, Connect Orange and information...	Gonzalez, Ana	8/14/2017	website posts	5/30/2018 biweekly
G2.B1.S2.MA1 M408631	Monitor class schedule and attendance	Martinez, Sandra	8/14/2017	sign-in sheets	5/30/2018 monthly
G2.B1.S2.MA1 M408630	Interview adult students in the class and receive feedback	Martinez, Sandra	10/3/2017	attendance records from the class(es)	5/31/2018 semiannually
G2.B1.S2.A1 A377561	Work with the OCPS Migrant Services Office and Title 1 support to hold adult literacy classes at...	Martinez, Sandra	9/1/2017	sign-in sheets, class schedule	5/31/2018 annually
G1.MA1 M408627	iObservation data with feedback to teachers and student formative and summative data	Rafferty, Leslie	9/1/2017	iObservation data by teacher (by elements and by ratings) and formative and summative school, district and state data	6/2/2018 every-3-weeks
G2.MA1 M408632	Review sign-in sheets and monitor attendance at events.	Singh, Kiran	8/14/2017	sign-in sheets	6/2/2018 every-6-weeks
G1.B1.S1.MA1 M408622	Professional development will be provided with additional support to those struggling teachers who...	Rafferty, Leslie	9/6/2017	sign-in sheets, agenda, iObservation data and feedback, and lesson plans	6/2/2018 quarterly
G2.B1.S1.MA1 M408629	Administration and coaches will meet to plan events and meet to debrief events.	Gonzalez, Ana	8/8/2017	Review of sign-in sheets to monitor participation, team meeting notes/ emails	6/2/2018 every-6-weeks

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Ocoee Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2  A377559	Hold after school events with an academic focus that allow for fun and academic achievement to be...	Singh, Kiran	8/14/2017	Title I sign-in sheets, marquee notices, flyers sent home	6/2/2018 every-6-weeks
G1.B1.S2.MA1  M408624	Coaches will attend PLC meetings to provide support for planning rigorous, standards-based lessons.	Rafferty, Leslie	8/15/2017	PLC minutes with corresponding notes and feedback, iObservation notes reflective of the lesson taught and instructional strategies implemented	6/2/2018 biweekly
G1.B1.S2.A1  A377552	Teachers will have dedicated time scheduled to plan collaboratively with the support of the coaches...	Rafferty, Leslie	8/8/2017	PLC minutes	6/2/2018 weekly
G1.B1.S3.MA1  M408625	Observations will be conducted and the data gathered will be used to target areas of continuing...	Gonzalez, Ana	9/1/2017	iObservation data, notes from leadership team meetings	6/2/2018 biweekly
G1.B1.S3.MA1  M408626	Administration and coaches will review PLC minutes and provide support and feedback.	Rafferty, Leslie	8/15/2017	PLC minutes with corresponding feedback notes	6/2/2018 weekly
G1.B1.S3.A1  A377554	CRT, Curriculum Coach and administrators will attend PLC meetings, facilitating at first then...	Gladden, Michael	8/8/2017	PLC minutes, lesson plans	6/2/2018 weekly
G1.B1.S3.A2  A377555	CRT, Curriculum Coach and administrators will provide feedback on lessons planned and offer support...	Gonzalez, Ana	8/8/2017	PLC minutes, lesson plans	6/2/2018 weekly

V. Professional Development Opportunities

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

G1. Teachers will collaborate to determine best methods and practices in daily instructional delivery methods in order to increase student achievement. (Accelerate Student Performance) Teachers will utilize outcomes of the I-Ready diagnostics and other unit assessments to make adjustments to curriculum material and presentation to students.

G1.B1 Teachers need to closely align with common planning and compliance in regard to best instructional practices that support daily interventions required for individual students.

G1.B1.S1 The school leadership team in collaboration with district experts, will design and implement a series of data sessions to assure that teachers are adhering to the district driven focus calendar with student proficiency in the Florida standards. Additional support will be provided through the coaching cycle.

PD Opportunity 1

School based leadership team will participate in district facilitated Literacy PLCs (DPLC) and share with all staff best practices to be implemented.

Facilitator

Kiran Singh, Instructional Coach

Participants

Identified classroom teachers

Schedule

Monthly, from 9/15/2017 to 5/8/2018

PD Opportunity 2

The instructional coach along with the CRT will consult with district experts and schedule workshops for the weeks before pre-planning and the actual pre-planning week before school starts. This process will continue on a bi-weekly basis with each grade level team.

Facilitator

Leslie Rafferty, CRT

Participants

Classroom teachers

Schedule

Biweekly, from 7/25/2017 to 5/25/2018

VI. Technical Assistance Items

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

G1. Teachers will collaborate to determine best methods and practices in daily instructional delivery methods in order to increase student achievement. (Accelerate Student Performance) Teachers will utilize outcomes of the I-Ready diagnostics and other unit assessments to make adjustments to curriculum material and presentation to students.

G1.B1 Teachers need to closely align with common planning and compliance in regard to best instructional practices that support daily interventions required for individual students.

G1.B1.S1 The school leadership team in collaboration with district experts, will design and implement a series of data sessions to assure that teachers are adhering to the district driven focus calendar with student proficiency in the Florida standards. Additional support will be provided through the coaching cycle.

TA Opportunity 1

Teachers will have the opportunity to conduct peer observations for those teachers who have strong instructional strategies and correlating data.

Facilitator

Michael Gladden, assistant principal

Participants

All instructional personnel

Schedule

Monthly, from 10/23/2017 to 3/15/2018

VII. Budget

1	G1.B1.S1.A1	School based leadership team will participate in district facilitated Literacy PLCs (DPLC) and share with all staff best practices to be implemented.				\$5,520.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	140-Substitute Teachers	1531 - Ocoee Elementary	General Fund		\$5,520.00
<i>Notes: DPLC Substitute coverage for eight instructional personnel.</i>						
2	G1.B1.S1.A2	The instructional coach along with the CRT will consult with district experts and schedule workshops for the weeks before pre-planning and the actual pre-planning week before school starts. This process will continue on a bi-weekly basis with each grade level team.				\$0.00
3	G1.B1.S1.A3	Teachers will have the opportunity to conduct peer observations for those teachers who have strong instructional strategies and correlating data.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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Ocoee Elementary

		140-Substitute Teachers	1531 - Ocoee Elementary	Title I, Part A		\$2,000.00
4	G1.B1.S2.A1	Teachers will have dedicated time scheduled to plan collaboratively with the support of the coaches through PLCs.				\$0.00
5	G1.B1.S2.A2	Teams will create a schedule of dedicated time specifically for the planning of standards-based, rigorous lessons that allows coaches to attend and provide support and feedback.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1531 - Ocoee Elementary			\$0.00
6	G1.B1.S3.A1	CRT, Curriculum Coach and administrators will attend PLC meetings, facilitating at first then providing scaffolded support to the teachers as expertise is developed.				\$0.00
7	G1.B1.S3.A2	CRT, Curriculum Coach and administrators will provide feedback on lessons planned and offer support regarding instructional strategies and assist with resources to ensure lessons meet the rigor of the standards.				\$0.00
8	G2.B1.S1.A1	Consistently communicate with parents using the school's Facebook, Connect Orange and information sheets in both Spanish and English.				\$0.00
9	G2.B1.S1.A2	Hold after school events with an academic focus that allow for fun and academic achievement to be routinely celebrated.				\$1,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	500-Materials and Supplies	1531 - Ocoee Elementary	School Improvement Funds		\$1,700.00
			Notes: Science Night - \$500 Literacy Night - \$700 (Literacy talk/walk write like a pirate day, book character literacy day, National Read across America Day) Math Night - \$300 FSA Pair Share - \$200			
10	G2.B1.S1.A3	Hold conference nights and MTSS meetings in which parents can be updated on their child's progress and how they can help at home.				\$0.00
11	G2.B1.S2.A1	Work with the OCPS Migrant Services Office and Title 1 support to hold adult literacy classes at our campus for our Spanish speaking parents				\$0.00
12	G2.B1.S2.A2	Work with SAC/PTA to setup Parent Nights that are curriculum related to give parents access to ideas and instructional support so that they are able to help their students at home.				\$0.00
					Total:	\$9,220.00