
2013-2014 SCHOOL IMPROVEMENT PLAN

William Frangus Elementary
380 KILLINGTON WAY
Orlando, FL 32835
407-296-6469

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 81%
Alternative/ESE Center No	Charter School No	Minority Rate 85%

School Grades History

2013-14 A	2012-13 D	2011-12 C	2010-11 B	2009-10 B
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Frangus Elementary

Principal

Lisa Sowers

School Advisory Council chair

Gabriela Achach

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Britt Despenza	Assistant Principal
Michelle Friedman	Curriculum Resource Teacher
Riki Smith	Parental Resource
Luriela Clemente	Compliance Teacher/MTSS
Ericka Scheid	Behavior Specialist

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Lisa Sowers, Principal
 Gabriella Achach, 3rd Grade Teacher
 Keyshonda Nolen, Community Member
 Danielle Philipe, Parent
 Arnando Foster, Parent
 Kim Fields, Parent
 Margarth Joseph, Parent
 Marjorie Belizor, Parent

Involvement of the SAC in the development of the SIP

The SAC members reviewed the survey results from the 2012-2013 school year to determine what should be implemented for the 2013-2014 school year. Additionally, SAC members collaborated and completed each section of the SIP.

Activities of the SAC for the upcoming school year

SAC works alongside PTA to schedule Family Curriculum Nights. Additionally, the SAC will review the School Improvement Plan and revise and update as needed.

Projected use of school improvement funds, including the amount allocated to each project

The school does not receive any school improvement funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lisa Sowers

Principal

Years as Administrator: 10

Years at Current School: 4

Credentials

BS- Elementary
Education;
MS- Elementary
Education;
Ed.S
Educational
Leadership
Certification
includes
Elementary Education,
Grades 1-6
School Principal K-12

Performance Record

2012-2013
Principal Frangus Elementary
Letter Grade D
Points achieved-419
Reading High Standards- 62%
Math High Standards-49%
Writing -38%
Science-56%
Learning Gains Reading 66%
Learning Gains Math 47%
Bottom 25% in Reading 52%
Bottom 25% in Math 49%
2011-2012 Letter Grade C
school scored 463 points.
Reading High Standards 57%
Math High Standards 55%
Writing 3 and above 72%
Reading Gains 60%
Math Gains 70%
Lowest 25% Reading 73%
Lowest 25% Math 51%
Principal, Frangus Elementary
2010-2011 Letter Grade B
AYP 77%
This year the school scored 514 points.
Reading High Standards 79%
Math High Standards 68%
Writing 3 and above 88%
Reading Gains 68%
Math Gains 46%
Lowest 25% Reading 62%
Lowest 25% Math 51%
Principal, Frangus Elementary 2009-2010
Letter Grade- B AYP- 90%
This year the school scored 520 points.

Reading High Standards 81%
Math High Standards 78%
Writing 3 and above 72%
Reading Gains 67%
Math Gains 63%
Lowest 25% Reading 49%
Lowest 25% Math 60%
Assistant Principal, Dillard Street
Elementary 2008-2009 Letter Grade- B
AYP- 85%
This year the school scored 540 points.
Reading High Standards 79%
Math High Standards 82%
Writing 3 and above 97%
Reading Gains 65%
Math Gains 58%
Lowest 25% Reading 60%
Lowest 25% Math 49%
Assistant Principal, Dillard Street
Elementary 2007-2008 Letter Grade- A
AYP- 100%
This year the school scored 599 points.
Reading High Standards 84%
Math High Standards 93%
Writing 3 and above 76%
Reading Gains 70%
Math Gains 74%
Lowest 25% Reading 60%
Lowest 25% Math 71%
Assistant Principal, Dillard Street
Elementary 2006-2007 Letter Grade- A
AYP- 97%
Assistant Principal, Dillard Street
Elementary 2005-2006 Letter Grade- A
AYP 97%

Britt Despenza		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	<p>M.S. Educational Leadership J.D. B.A Certifications include Educational Leadership, Elementary Education Grades K-6 ESOL K-12 Business Ed. 6-12</p>	
Performance Record	<p>2012-2013 Assistant Principal Frangus Elementary Letter Grade D Points achieved-419 Reading High Standards- 62% Math High Standards-49% Writing -38% Science-56% Learning Gains Reading 66% Learning Gains Math 47% Bottom 25% in Reading 52% Bottom 25% in Math 49% Assistant Principal, Frangus Elementary 2011-2012 School Letter Grade C This year the school scored 463 points. Reading High Standards 57% Math High Standards 55% Writing 3 and above 72% Reading Gains 60% Math Gains 70% Lowest 25% Reading 73% Lowest 25% Math 51% Maxey Elementary data: CRT 2010-2011 School Grade A AYP 100% This year the school scored 549 points. Reading High Standards 79% Math High Standards 87% Writing 3 and above 81% Reading Gains 68% Math Gains 61% Lowest 25% Reading 60% Lowest 25% Math 67% CRT 2009-2010 Maxey Elementary School Grade B AYP 85% This year the school scored 516 points.</p>	

Reading High Standards 69%
 Math High Standards 73%
 Writing 3 and above 84%
 Reading Gains 63%
 Math Gains 70%
 Lowest 25% Reading 53%
 Lowest 25% Math 61%
 CRT 2008-2009
 Maxey Elementary
 School Grade A AYP 92%
 This year the school scored 540 points.
 Reading High Standards 76%
 Math High Standards 70%
 Writing 3 and above 93%
 Reading Gains 71%
 Math Gains 64%
 Lowest 25% Reading 63%
 Lowest 25% Math 70%

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Andrea Hale

Full-time / School-based

Years as Coach: 0

Years at Current School: 1

Areas

Mathematics

Credentials

M.A. Educational Leadership
 B.A. Elementary Ed.
 Certifications
 Elementary Ed. 1-6
 ESOL K-12

Performance Record

N/A

Luriela Clemente		
Full-time / School-based	Years as Coach: 12	Years at Current School: 4
Areas	Rtl/MTSS	
Credentials	Ed.D Educational Leadership M.A. Elementary Education B.A. Certification Elementary Education K-5 ESOL	
Performance Record	2012-2013 Frangus Elementary Letter Grade D Points achieved-419 Reading High Standards- 62% Math High Standards-49% Writing -38% Science-56% Learning Gains Reading 66% Learning Gains Math 47% Bottom 25% in Reading 52% Bottom 25% in Math 49% Frangus Elementary 2011-2012 CCT/MTSS, Frangus Elementary 2011-2012 Letter Grade C This year the school scored 463 points. Reading High Standards 57% Math High Standards 55% Writing 3 and above 72% Reading Gains 60% Math Gains 70% Lowest 25% Reading 73% Lowest 25% Math 51% Frangus Elementary 2010-2011 Letter Grade- B AYP 77% This year the school scored 514 points. Reading High Standards 79% Math High Standards 68% Writing 3 and above 88% Reading Gains 68% Math Gains 46% Lowest 25% Reading 62% Lowest 25% Math 51% CCT, Dillard Street Elementary 2009-2010 Letter Grade A AYP 92% This year the school scored 594 points.	

Reading High Standards 84%
Math High Standards 84%
Writing 3 and above 86%
Reading Gains 74%
Math Gains 70%
Lowest 25% Reading 58%
Lowest 25% Math 81%
CCT, Dillard Street Elementary 2008-2009
Letter Grade- B
AYP- 85%
This year the school scored 540 points.
Reading High Standards 79%
Math High Standards 82%
Writing 3 and above 97%
Reading Gains 65%
Math Gains 58%
Lowest 25% Reading 60%
Lowest 25% Math 49%
CCT, Dillard Street Elementary 2007-2008
Letter Grade- A
AYP- 100%
This year the school scored 599 points.
Reading High Standards 84%
Math High Standards 93%
Writing 3 and above 76%
Reading Gains 70%
Math Gains 74%
Lowest 25% Reading 60%
Lowest 25% Math 71%
CCt-2006-2007 Letter Grade- A
AYP-97 %
CCT-2005-2006 Letter Grade- A
AYP 97 %

Michelle Friedman		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Data, Other	
Credentials	Ed.D Educational Leadership M.A. B.A. Certification Elementary Education 1-6 Reading K-12 ESOL k-12	
Performance Record	2012-2013 CRT/DATA Frangus Elementary Letter Grade D Points achieved-419 Reading High Standards- 62% Math High Standards-49% Writing -38% Science-56% Learning Gains Reading 66% Learning Gains Math 47% Bottom 25% in Reading 52% Bottom 25% in Math 49% Curriculum Resource Teacher Frangus Elementary Elementary 2011-2012 Letter Grade C This year the school scored 463 points. Reading High Standards 57% Math High Standards 55% Writing 3 and above 72% Reading Gains 60% Math Gains 70% Lowest 25% Reading 73% Lowest 25% Math 51% Reading Intervention, Dillard Street 2010-2011 Letter Grade B AYP 82% This year the school scored 559 points. Reading High Standards 81% Math High Standards 82% Writing 3 and above 93% Reading Gains 69% Math Gains 61% Lowest 25% Reading 65% Lowest 25% Math 49% Reading Intervention, Dillard Street Elementary	

2009-2010 Letter Grade- A
 AYP- 92%
 This year the school scored 594 points.
 Reading High Standards 84%
 Math High Standards 84%
 Writing 3 and above 86%
 Reading Gains 74%
 Math Gains 70%
 Lowest 25% Reading 58%
 Lowest 25% Math 81%

leslee Green		
Full-time / School-based	Years as Coach: 6	Years at Current School: 1
Areas	Reading/Literacy, RtI/MTSS	
Credentials	M.S. Ed. Leadership B.A. Elementary Ed	
Performance Record	2012-2103 Westbrooke Elementary CRT 2011-2102 Sadler Elementary CRT 2010-2011 School Grade B 79% level 3 and above 68% level 3 and above 88% high standards in writing 52% level 3 or higher in Science 68% Learning Gains in Reading 46% Learning Gains in Math 62% of Lowest 25% making learning gains in Reading 51% of Lowest 25% making learning gains in Math 2009-2010 Sadler Elementary CRT Sadler Elementary CRT School Grade B 81% level 3 and above Reading 78% level 3 and above Math 72% high standards in writing 50% level 3 or higher in Science 67% Learning Gains in Reading 63% Learning Gains in Math 49% of Lowest 25% making learning gains in Reading 60% of Lowest 25% making learning gains in Math	
Classroom Teachers		

of classroom teachers

57

receiving effective rating or higher

57, 100%

Highly Qualified Teachers

100%

certified in-field

57, 100%

ESOL endorsed

39, 68%

reading endorsed

6, 11%

with advanced degrees

27, 47%

National Board Certified

1, 2%

first-year teachers

1, 2%

with 1-5 years of experience

8, 14%

with 6-14 years of experience

24, 42%

with 15 or more years of experience

23, 40%

Education Paraprofessionals**# of paraprofessionals**

11

Highly Qualified

11, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

All teachers that fall in the (0-3) category and teachers that are in need of additional support are paired with experienced teachers to assist them with procedures, curriculum, and provide overall instructional support. Additionally, communication via staff newsletters and Sharepoint are provided to ensure teachers are well informed and abreast of all pertinent information. All teachers participate in Professional Learning Communities, focusing on student achievement and professional development.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The Frangus teacher mentoring program provides for all (0-3) teachers to be paired with experienced teachers. Planning meetings are scheduled weekly for teachers to collaborate and discuss which benchmarks should be taught, effective ways of delivering instruction, student progress and data. Additionally, teachers that are beyond 0-3 and still require mentoring are paired with another teacher who can assist them with strategies and provide overall guidance and support.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Once a teacher identifies a student as in need of intervention, she/he needs to provide intervention within the core curriculum (Tier 1). Our MTSS process asks the teachers to gather several assessments to document the student's difficulties: DRA, FAIR, teacher generated checklists (K and 1st grade), Performance Matters, FCAT, etc. The information has to be provided on a school generated form. Once the form has been submitted, the MTSS team will meet with the teacher and determine the best intervention to address the student's academic difficulties (Tier 2). The team will reconvene two to three weeks later to analyze the data collected. If the interventions are not working, the team decides on more intensive intervention involving other coaches or resource teachers (Tier 3). All decisions are based on data collected by the teacher and other resource personnel. Teachers are provided with common planning time, participate in weekly data meetings and MTSS team conducts daily walkthroughs to ensure student engagement, lessons are rigorous and standards are being taught.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Response to Intervention, MTSS/RtI team, is made up of Mrs. Sowers, Principal, Mrs. Despenza, Assistant Principal, Dr. Friedman, Curriculum Resource Teacher, Dr. Clemente, MTSS/CCT, Ms. Mickelson, Staffing Specialist, and Mrs. Taylor, ESE teacher.

Mrs. Sowers and each school-based leadership team member ensures that the proper data decisions for all

students are implemented and implement the Florida Continuous Improvement Model with fidelity. All students are progress monitored on a weekly basis and the MTSS team monitors the data to ensure students growth. The leadership team along with district personnel will deliver professional development and support colleagues through differentiated instruction.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Team analyzes and monitors student achievement data to determine any gaps in student achievement levels among student subgroups, grade levels and students identified in the lowest 25%. The MTSS team will monitor the effectiveness of the interventions/enrichment's provided by the school on a scheduled basis. To implement the SIP successfully, the MTSS/RtI problem solving process is used to

address the needs of all subgroups and students. Progress monitoring is consistent and revisions are made as needed to provide opportunities for progress to be made in the general education setting.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data is collected from common and teacher generated assessments such as DRA, FAIR, teacher's checklists, mini assessments, running records, Lexia, Reading Plus, weekly assessments (Journeys and GoMath) and others. The data collected is gathered into a graph (Excel) where expectations have been set and a trend line has been established. When a skill has been identified, other assessments might be used--EasyCBM, Lexia, etc. On the other hand, our behavior specialist helps our teachers one-on-one to identify a behavior that needs to be corrected or improved. Our behavior specialist works closely with our teachers within the MTSS Team meetings providing behavior contracts and other tools to track behavior and interventions. Teachers are provided with common planning time, participate in weekly data meetings and MTSS team conducts daily walkthroughs to ensure student engagement, lessons are rigorous and standards are being taught.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS coordinator, the Staffing coordinator, and Reading and Math Coaches train the teachers every year in the procedures and forms that need to be followed to comply with the MTSS process. The MTSS team meets with teachers as a grade team and individually to analyze data and to provide guidance. Additionally, teachers and MTSS team members meet with parents when the students are starting on Level 2 to explain the process and to provide guidance on what can be done at home to help the student. The MTSS/RtI Coordinator designed a flyer in English and Spanish that will go home to familiarize parents with the process and contact information is provided with the flyer in case the parents have further questions. Additionally, the Media Center has extended hours which provides for families to access school technology components for additional support.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,600

Teachers will use Thinking Maps, manipulatives and technology to increase student achievement. Teachers will disaggregate student data to ensure students are instructed in deficient areas.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers will assess the progress of each student by completing an assessment after each skill taught. The data will be collected using a data sheet. Teachers will analyze data during PLCs. Students will continue to be monitored based on the data.

Who is responsible for monitoring implementation of this strategy?

Mrs. Sowers, Principal
Mrs. Despenza, Assistant Principal
Classroom Teachers

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lisa Sowers	Principal
Britt Despenza	Assistant Principal
Michelle Friedman	Curriculum Resource Teacher
Luriela Clemente	CCT/MTSS Coordinator
Shauna Walker	Primary Grade Representative
Melanie Harp	Intermediate Grade Representative
Mary Edmonds	Media Specialist
Paulette Carter	Reading Intervention Specialist
Leslee Green	Reading Coach

How the school-based LLT functions

Mrs. Sowers, Principal, provides guidance for the Literacy Leadership Team. Through her leadership, the team implements the proper data decisions for all students. The LLT meets monthly to ensure research based literacy strategies are being implemented for all students. Additionally, monthly meetings will be held

and facilitated by the Reading Coach to introduce additional research-based reading strategies. The LLT will monitor to ensure the core reading program and interventions/enrichments are implemented properly. The LLT works closely with the reading PLC to update staff on "new" research-based reading strategies.

Major initiatives of the LLT

The major initiatives of the LLT for the 2013-2014 school year will be to implement the new Journey's core reading program, Reading Plus and Science Boot Camp with fidelity and rigor. The reading program is being implemented school wide (K-5). Additionally, professional development will be provided regarding the Common Core standards and effective instructional reading strategies.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Our Staffing Specialist will work closely with the feeder Pre-K schools to ensure a successful and seamless transition to Frangus. We will provide an opportunity for Pre-K parents to bring their child to visit a kindergarten classroom before entering school. Parents will be provided with a "Entering Kindergarten" packet that will include vital information for incoming Kindergartners. In addition, our students are screened for vision and hearing before October. Students are administered a Kindergarten Readiness assessment within the first 20 days of school.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	62%	No	69%
American Indian				
Asian	72%	80%	Yes	75%
Black/African American	61%	53%	No	65%
Hispanic	65%	62%	No	69%
White	80%	75%	No	82%
English language learners	54%	40%	No	59%
Students with disabilities	34%	23%	No	41%
Economically disadvantaged	62%	57%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	29%	38%
Students scoring at or above Achievement Level 4	95	33%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	104	66%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	21	52%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	37	39%	44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	26	27%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	17%	22%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	31	40%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	49%	No	62%
American Indian				
Asian	69%	80%	Yes	72%
Black/African American	49%	40%	No	54%
Hispanic	52%	46%	No	57%
White	78%	63%	No	81%
English language learners	45%	36%	No	51%
Students with disabilities	38%	14%	No	44%
Economically disadvantaged	53%	44%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	26%	38%
Students scoring at or above Achievement Level 4	63	23%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		75%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	76	47%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	49%	61%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	24%	30%
Students scoring at or above Achievement Level 4	28	28%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		8
Participation in STEM-related experiences provided for students	663	100%	100%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	10	14%	5%
Students retained, pursuant to s. 1008.25, F.S.	9	1%	1%
Students who are not proficient in reading by third grade	7	10%	5%
Students who receive two or more behavior referrals	10	14%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	5%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Frangus is a title 1 school and has completed the Parental Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Refer to state plan			

Goals Summary

- G1.** We will increase our learning gains across content areas through implementing rigorous standard based instruction.
- G2.** We will increase our learning gains in our bottom quartile across all content areas by implementation of a new monitoring system.

Goals Detail

G1. We will increase our learning gains across content areas through implementing rigorous standard based instruction.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Hired additional instructional resource support.
- Item Specifications, IMS, Cpalms, Science Bootcamp, Thinking Maps, Marzano Arts and Science, Go Math, and Journey's Reading Program.

Targeted Barriers to Achieving the Goal

- Difficulty with implementation of new standards based instruction across content area.
- Unfamiliar with Webb's Depth of Knowledge levels and the Rigor and Relevance framework. Implementing a schedule to include a designated intervention time.
- Lack of teacher content knowledge and implementation of new core content for reading and math.

Plan to Monitor Progress Toward the Goal

Standards based instruction, implementing rigorous tasks and assessments across content.

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

2013-2014 school year

Evidence of Completion:

Classroom walkthroughs, PLC meetings, and assessment data.

G2. We will increase our learning gains in our bottom quartile across all content areas by implementation of a new monitoring system.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Instructional Coaches
- Go Math!, Journeys, and Fusion Intervention resource components
- Master Schedule

Targeted Barriers to Achieving the Goal

- Implementation of strategies for students identified in Tier 2 and Tier 3.
- Providing additional math and reading time for struggling students.
- Need for school-wide understanding of analyzing and disaggregating data

Plan to Monitor Progress Toward the Goal

The progress towards the goal will be monitored by conducting classroom walkthroughs, observations and student data. School data will provide detailed information regarding how the students are moving in relation to the goal set forth.

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

2013-2014 school year

Evidence of Completion:

FCAT data Assessment data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. We will increase our learning gains across content areas through implementing rigorous standard based instruction.

G1.B1 Difficulty with implementation of new standards based instruction across content area.

G1.B1.S1 Teachers will receive support and professional development throughout the school year from instructional coaches. N-New Strategy

Action Step 1

Instructional coaches and district support staff will provide support and training to all staff members. They will focus on all grade levels across content areas. Additionally, Instructional Coaches will model lessons for teachers and view teacher lessons.

Person or Persons Responsible

Instructional Coaches and district support staff.

Target Dates or Schedule

September 2013 and ongoing professional development and participating in PLC's.

Evidence of Completion

Sign-In sheets from professional development, classroom walkthroughs, and Marzano i-observation.

Facilitator:

Reading Coach

Participants:

Instructional Coaches and district support staff.

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

The leadership team will monitor lessons and keep a coaching log.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom walkthroughs, assessment data and data meetings.

Plan to Monitor Effectiveness of G1.B1.S1

Lesson plans, common planning time, walkthroughs, coach's logs

Person or Persons Responsible

Leadership team

Target Dates or Schedule

September 2013-ongoing

Evidence of Completion

Assessments, classroom data, I-Observation

G1.B2 Unfamiliar with Webbs Depth of Knowledge levels and the Rigor and Relevance framework. Implementing a schedule to include a designated intervention time.

G1.B2.S1 Teachers will receive professional development on Webbs Depth of Knowledge and implementing Rigor in their lessons. N-New Strategy

Action Step 1

CRT, Reading Coach and Math Resource teacher will provide trainings to all staff members in the area of Webbs Depth of Knowledge. They will also enlighten teachers by providing model lessons where they implement rigor.

Person or Persons Responsible

Instructional Coaches and district support staff.

Target Dates or Schedule

September 2013-May 2014

Evidence of Completion

Sign-In sheets, PLC notes, classroom walkthroughs and Marzano I-Observation.

Facilitator:

Dr. Friedman (CRT), Mrs. Green (Reading Coach), Mrs. Hale (Math Resource)

Participants:

Instructional Staff

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

The leadership team will monitor lessons and keep a coaching log.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom Walkthroughs, PLC Notes, Assessment Data,

Plan to Monitor Effectiveness of G1.B2.S1

Classroom observations will be conducted throughout the school year to determine if teachers are incorporating Webb's Depth of Knowledge strategies in their lessons.

Person or Persons Responsible

Mrs. Sowers, Principal Mrs. Despenza, Assistant Principal

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

I-Observation

G1.B3 Lack of teacher content knowledge and implementation of new core content for reading and math.

G1.B3.S1 Teachers will attend the professional development with the new core content for reading and math. N-New Strategy

Action Step 1

Professional development on new curriculum will be provided and the CRT will continue to provide additional support throughout the school year.

Person or Persons Responsible

District staff and CRT

Target Dates or Schedule

July 2013 August 2013-May 2014

Evidence of Completion

Teachers implementing core curriculum with fidelity and rigor.

Facilitator:

Dr. Friedman, Mrs. Hale, and Mrs. Green

Participants:

Instructional staff

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

Professional Development provided to instructional staff

Person or Persons Responsible

Mrs. Sowers and Mrs. Despenza will conduct observations

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

I-Observation

Plan to Monitor Effectiveness of G1.B3.S1

Observations will be conducted throughout the school year

Person or Persons Responsible

Mrs. Sowers, Principal Mrs. Despenza, Assistant Principal

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

I-Observation

G2. We will increase our learning gains in our bottom quartile across all content areas by implementation of a new monitoring system.

G2.B1 Implementation of strategies for students identified in Tier 2 and Tier 3.

G2.B1.S2 Assisting teachers with creating rigorous learning centers targeting students identified in Tier 2 and Tier 3. N-New Strategy

Action Step 1

Teachers will visit the classrooms of colleagues who have implemented rigorous centers effectively to view how effective centers are run.

Person or Persons Responsible

Grades 3-5 instructional staff

Target Dates or Schedule

December 2013

Evidence of Completion

Sign in sheets Notes from teachers

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

Classroom Walkthroughs during the teacher observance of centers

Person or Persons Responsible

Mrs. Sowers, Principal Mrs. Despenza, Assistant Principal Ms. Green, Reading Coach

Target Dates or Schedule

December 2013

Evidence of Completion

Notes

Plan to Monitor Effectiveness of G2.B1.S2

I-observations and classroom walkthroughs will take place during the intervention block

Person or Persons Responsible

Mrs. Sowers, Principal Mrs. Despenza, Assistant Principal Ms. Green, Reading Coach

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

I-observation

G2.B2 Providing additional math and reading time for struggling students.

G2.B2.S1 Students who are in the lowest 25% will have the opportunity for additional math instruction by not going to physical education. Parents will sign a p.e. waiver so their child can participate in the program. N-New Strategy

Action Step 1

Mrs. Sowers will send a letter home detailing the plan for the students. The letter will explain the rationale for having the students receive extra time and the purpose of the p.e. waiver.

Person or Persons Responsible

Mrs. Sowers, Principal

Target Dates or Schedule

September 2013

Evidence of Completion

Letters returned to school by students.

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

Mrs. Sowers will send letters via students to families regarding the additional math instruction.

Person or Persons Responsible

Lisa Sowers, Principal

Target Dates or Schedule

September 2013-on going

Evidence of Completion

The additional math instruction will begin in September 2013.

Plan to Monitor Effectiveness of G2.B2.S1

Observations will be conducted during the small group instruction.

Person or Persons Responsible

Mrs. Sowers, Principal and Mrs. Despenza, Assistant Principal

Target Dates or Schedule

September 2013-On going

Evidence of Completion

Student data

G2.B2.S2 Students who are in the lowest 25% will receive an additional 30 minutes of intervention in the area of math provided by the classroom teacher or math coach. N-New Strategy

Action Step 1

Implement schedule that permits students to receive an additional 30 minutes of math time.

Person or Persons Responsible

Mrs. Sowers

Target Dates or Schedule

August 2013

Evidence of Completion

Schedule that includes additional 30 minutes of math

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

Classroom walkthroughs

Person or Persons Responsible

Mrs. Sowers, Principal Mrs. Despenza, Assistant Principal Mrs. Hale, Math Resource

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Student data notebooks Moby Max data Math mini assessment data

Plan to Monitor Effectiveness of G2.B2.S2

Classroom Walkthroughs

Person or Persons Responsible

Mrs. Sowers, Principal Mrs. Despenza, Assistant Principal Mrs. Green, Reading Coach

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

I-Observation data

G2.B3 Need for school-wide understanding of analyzing and disaggregating data

G2.B3.S1 Teachers will receive additional training during data meetings and professional development.
I-Institutionalized

Action Step 1

Professional Development on disaggregating various forms of data.

Person or Persons Responsible

Mrs. Sower, Principal Mrs. Despenza, Principal Ms. Green, Reading Coach

Target Dates or Schedule

August 2013-December 2013

Evidence of Completion

Sign in sheets Dated handouts

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

Data Chats- PLC meetings

Person or Persons Responsible

Leadership team

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

sign in sheets

Plan to Monitor Effectiveness of G2.B3.S1

Data chats will be conducted on a bi-weekly basis.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

School year 2013-2014

Evidence of Completion

Sign In sheets

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1 funds are used to hire instructional support teachers in curriculum core subjects i.e. Curriculum Resource and Parental Involvement. Additionally, the funds are used for supplemental intervention materials,

parent involvement activities and professional development.

The district coordinates with Title II and Title III to ensure appropriate staff development is provided.

Our Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title

I and other programs to ensure student's needs are met. The Staffing Coordinator and/or School Registrar will coordinate any migrant activities this year. Frangus does not have a large migrant population.

Orange County receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-Out Prevention Program.

Title II funds at Frangus are used to provide professional development for teachers. Additionally, faculty members are encouraged to attend local and national research based professional development conferences. Frangus provides research based educational materials for school-wide book studies that are conducted on campus.

Funds for educational services, resources, and ELL support are provided through the district to improve the education of immigrant and English Language Learners.

Ms. Gail Kiehm serves as our Homeless contact and assists families in need on an individual basis. Our school nurse provides basic resources such as clothing and counseling information. Our goal is to eliminate educational barriers that prevent students from receiving appropriate educational services.

SAI funds are utilized to purchase research based materials. For the 2013-2014 school year, we will provide tutoring for students.

The Orange County Sheriff's Department provides a specific program under the MAGIC Program for 5th Grade students. Through this program our students sign a pledge to be Drug and Violence free.

Additionally,

the MTSS (RtI-B) team meets regularly to address any needs or concerns of particular students. Students are assigned school based/community based mentors if necessary.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. We will increase our learning gains across content areas through implementing rigorous standard based instruction.

G1.B1 Difficulty with implementation of new standards based instruction across content area.

G1.B1.S1 Teachers will receive support and professional development throughout the school year from instructional coaches. N-New Strategy

PD Opportunity 1

Instructional coaches and district support staff will provide support and training to all staff members. They will focus on all grade levels across content areas. Additionally, Instructional Coaches will model lessons for teachers and view teacher lessons.

Facilitator

Reading Coach

Participants

Instructional Coaches and district support staff.

Target Dates or Schedule

September 2013 and ongoing professional development and participating in PLC's.

Evidence of Completion

Sign-In sheets from professional development, classroom walkthroughs, and Marzano i-observation.

G1.B2 Unfamiliar with Webbs Depth of Knowledge levels and the Rigor and Relevance framework. Implementing a schedule to include a designated intervention time.

G1.B2.S1 Teachers will receive professional development on Webbs Depth of Knowledge and implementing Rigor in their lessons. N-New Strategy

PD Opportunity 1

CRT, Reading Coach and Math Resource teacher will provide trainings to all staff members in the area of Webbs Depth of Knowledge. They will also enlighten teachers by providing model lessons where they implement rigor.

Facilitator

Dr. Friedman (CRT), Mrs. Green (Reading Coach), Mrs. Hale (Math Resource)

Participants

Instructional Staff

Target Dates or Schedule

September 2013-May 2014

Evidence of Completion

Sign-In sheets, PLC notes, classroom walkthroughs and Marzano I-Observation.

G1.B3 Lack of teacher content knowledge and implementation of new core content for reading and math.

G1.B3.S1 Teachers will attend the professional development with the new core content for reading and math. N-New Strategy

PD Opportunity 1

Professional development on new curriculum will be provided and the CRT will continue to provide additional support throughout the school year.

Facilitator

Dr. Friedman, Mrs. Hale, and Mrs. Green

Participants

Instructional staff

Target Dates or Schedule

July 2013 August 2013-May 2014

Evidence of Completion

Teachers implementing core curriculum with fidelity and rigor.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	We will increase our learning gains across content areas through implementing rigorous standard based instruction.	\$2,100
Total		\$2,100

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title II	\$2,100	\$2,100
Total	\$2,100	\$2,100

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. We will increase our learning gains across content areas through implementing rigorous standard based instruction.

G1.B1 Difficulty with implementation of new standards based instruction across content area.

G1.B1.S1 Teachers will receive support and professional development throughout the school year from instructional coaches. N-New Strategy

Action Step 1

Instructional coaches and district support staff will provide support and training to all staff members. They will focus on all grade levels across content areas. Additionally, Instructional Coaches will model lessons for teachers and view teacher lessons.

Resource Type

Professional Development

Resource

We will use substitute teachers to cover classes for teachers in grades K-5. Teachers will receive professional development on deconstructing standards and implementing rigorous lessons.

Funding Source

Title II

Amount Needed

\$2,100