

Tildenville Elementary



2014-15 School Improvement Plan

Tildenville Elementary

1221 BRICK RD, Winter Garden, FL 34787

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
72%

Alternative/ESE Center
No

Charter School
No

Minority
70%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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.

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, 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 Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Tildenville Elementary's vision is directly in line with the OCPS vision - To be the top producer of successful students in the Nation.

Provide the school's vision statement

Tildenville Elementary School's VISION is directly in line with OCPS vision - To lead our students to success with the support and involvement of our parents and community members.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Throughout the school year, we highlight cultural diversity specifically Hispanic Heritage during the month of September and Black History Month in February. At the start of the school year, teachers engage students in school activities as well as home projects in order to get to know their students as well as helping them to know each other. In December, our winter holiday program also highlights our cultural diversity through students participation in songs, short dramatizations, and or poems to which parents and school community are invited to enjoy our students' talents. All communications sent to our parents are sent in the languages represented in our school community in order to make sure everyone is well informed of all important events.

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

Our school day starts with students eating breakfast and then participating in a variety of academic clubs that we offer. We have staff posted in key areas throughout the building to supervise the students. During the school day, students are under constant supervision by their teachers. When they are in the hallways we use the buddy system to ensure that they reach their destination and return back safely. All of our entrances have badge access and visitors are buzzed into the building. All of our many parent volunteers are additions approved. We also provide counseling and safe areas for our students when they need them.

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

For the 2014-2015 school year we are implementing PBS (Positive Behavior Support) as our school-wide behavioral system. Our dean, MTSS coach, guidance counselor and a representative for kindergarten, second grade, third grade and 5th grade team attended a training during the summer to support the implementation. During pre-planning week, teachers were trained to implement the beginning stage of the program. Throughout the year, the team will meet to address and update any behavior or procedure challenges.

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

The Social Emotional needs of all students are being met by the following:

- Monthly Character theme presented, explained, emphasized on the morning announcements
- Monthly Character Learning for Life lessons presented by teachers in their classrooms
- School counselor sees classes on a rotating basis and completes age appropriate social skills lessons

focusing on self-awareness, decision making/problem solving, communication skills, goal setting, bullying prevention, empathy, etc.

- Small group and /or one-on-one counseling sessions will be conducted by the counselor and school Social Worker
- Some students are referred out to Mental Health Counseling agencies contracted by OCPS via SEDENT for in depth mental health support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

At the beginning of the school year, the Principal and Core Team reviewed a variety of data including but not limited to, end of the year assessments, FCAT scores, attendance reports and behavior statistics in order to identify and develop a support plan to address the specific needs in each area. The monitoring occurs through our monthly Child Study Team meetings where each child's needs are discussed and resources are identified to support the child.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	8	4	3	6	5	35
One or more suspensions	0	2	2	0	2	0	6
Course failure in ELA or Math	0	0	8	11	26	16	61
Level 1 on statewide assessment	0	0	0	12	17	11	40

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	8	14	8	30

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

Students that have been identified are immediately place in an intervention group where they will receive support in the areas they are struggling with. Teachers document their progress and initiate or continue the MTSS process in order to continuously monitor their work. Through ATS and MAO, identified students are given extended learning opportunities to help them improve their academic performance. Students with one or more suspensions meet with the Child Study team and referrals

are put into place as needed. Students who fall below 90% attendance are referred to the Child Study team.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

At the beginning of the school year parents are invited to attend Meet the Teacher, which is an opportunity to meet their child's teacher and also become familiar with the routines of the new grade level. Also parents can get help filling out/ submitting lunch applications, get information related to transportation, after school programs, PTA, among other things. In the month of September, parents come for Open House. The teachers showcase student work and share the curriculum with parents. It's also an opportunity to get better acquainted with the technology used in class and the programs students can use at home to reinforce what they are learning. Curriculum Night is another activity during the 1st, 2nd and 4th quins, in which students get to share their accomplishments with parents. We also have a presentation by our school chorus. On parent conference nights, (fall and spring) teachers, parents, and students have data chats in which students share the academic performance with their parents. Then teachers share how parents can help support their child's learning and parents can share their concerns.

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

Through our Partners in Education we receive a variety of support for our students and families: We have the Florida Turnpike Enterprise who provides Mentors for our students. Our students go to the Florida Turnpike/Turkey Lake Plaza office to share our Winter Celebration by singing holiday songs. They support our Technology Dept./Principal Discretionary Fund by hosting a Chili cook off within the Turnpike offices. They provide cookies for our Black History Month celebrations. They also provide the school with items that we might need if they are being discarded from their surplus department, chairs, desks, folders and binders etc.

Walt Disney World Hilton provides cakes for our many celebrations from Principal Breakfast, 5th Grade graduation and other events. They have their staff to visit our school for Teach In. Their staff comes on campus to beautify and plant new plants. This year our chorus department will visit the WDW Hilton to share our Winter Celebration by singing holiday songs. They also collect School Supplies for our students.

Mosaic Church (Our Faith Based PIE) provides Mentors to our school. They come during the summer and spruce up our campus with new plants and help decorate our cafeteria for the beginning of the school year. Their artist painted a mural on our entrance wall to "Welcome our Students" to a successful school year. They provide snacks for about 100 students for 6 weeks for the Saturday school. This specific Saturday school assist our students get ready for the stress of testing. The Mosaic Families also assist with the STARS backpack program which provides backpack for our students and the supplies as well as sponsor our families in need during the holiday season by providing a low cost holiday shop

Christmas Mall.

Clemons Produce/owner Dianne Clemons mentors a student at our school. They provide fruit or vegetables to our school when we have a special event.

Chick Fil A provides coupons for our students, staff and families in recognition for special events: Honor Roll, Family night, Staff appreciation and Kg and 5th grade graduates, and Spirit Nights to help fund our Technology Department.

Team Lopez Chiropractic provides funding for our Chorus Department and assists any help needed when we do events at our school, Vision and Hearing testing, Picture Day, Chorus Performances and supporting our school when needed.

Panda Express provides food to welcome our staff to a new and successful school year: Spirit Nights to help fund our Technology Department.

Subway/Winter Garden proved food to recognize our staff either before school begins or during the school year.

Barnes and Nobles supports our school during the holiday season with a Spirit Night and donates books to our school.

Publix Supermarket/Winter Garden provides sweets for our staff.

They also support our PreK students by doing field trips to share with them about the many parts of the grocery store from Bakery, Deli to the Dairy and Meat Departments.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Alvarez, Agathe	Principal
Torres, Lynn	Instructional Coach
Fedrick, Laquanda	Dean
Clemonshager, Julie	Instructional Coach

Duties

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

The Team is comprised of the Principal, Instructional Dean, Curriculum Resource Teacher/ Compliance Teacher, School MTSS/RtI Coordinator, Reading Coach, the ESE teacher, the Speech teachers and the school psychologist. The team provides data on: Tier 1, 2, and 3 targets, academic and social/emotional areas that need to be addressed; help set clear expectations for instruction; and aligned processes and procedures. They will take an active role in the implementation of the plan by providing training and mentoring to other staff members.

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

The MTSS/RtI plan is reviewed each year and updated in order to make changes and improvements that may be needed. The team meets regularly to: review the screening data that drives appropriate instructional decisions; review progress monitoring data at each grade level and classroom level in order to identify students who are at or above benchmark, or who are at moderate or high risk of not meeting benchmarks. Then the team uses such information to guide and plan professional development and select appropriate resources. The team also collaborates, works on problem solving, share best practices, evaluate implementation, make decisions, and establish new processes and identify related skills. The team also facilitates in the process of building consensus, increasing infrastructure, and making decisions about implementation. The team also identifies assessments that will be used, progress monitored and graphed school-wide during the 2014-2015 school year. The team will continue to provide training and support the staff for the effective implementation of MTSS/RtI. They will attend the regular grade level MTSS/RtI PLC meetings to provide guidance with the problem solving model to make decisions within the multi-tier model.

Title I, Part A - Services are provided to ensure students requiring additional remediation are assisted through scheduled intervention time each day, Targeted Intervention Groups, and after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Title I, Part C- Migrant - Migrant Liaison provides services and support to students and parents. The Liaison coordinates with Title I and other programs to ensure students' needs are met.

Title III -Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners, and students who are academically behind.

Title X- Homeless - District Homeless Social Worker provides resource (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) - SAI funds will be used to provide additional academic instruction to increase the achievement of non-proficient students. They will be coordinated with Title I funds to provide assistance in the classroom for those students. The school will use the funds for 10% of a Resource Teacher who will work with Level 1 & 2 readers, model lessons, lead Professional Learning Communities and Lesson Study Groups, and collect and analyze data to provide progress monitoring and development of strategies to meet the individual learner's needs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Wendy Birket	Parent
Cathy Dickie	Parent
Antoinett Edwards	Parent
Lynn Torres	Teacher
Agathe Alvarez	Principal
Sara Alford	Teacher

Duties

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

Evaluation of last year's school improvement plan

The members of the School Advisory Committee meet regularly to discuss, review and update the School Improvement Plan. The SAC members met over the summer to review the School Improvement Plan for 2013-2014 to determine what was beneficial and productive for that school year. It was determined that all stakeholders were satisfied with the outcomes of the plan.

Development of this school improvement plan

SAC members met to discuss the data from the previous year and identified needs in the different curriculum areas. Members brainstormed ideas and gave suggestions to make changes in the strategies and identified barriers for the 2014-2015 SIP.

Preparation of the school's annual budget and plan

SAC provide input to the principal regarding how funds should used.

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

In 2013-2014 school year, school improvement funds were approx \$1,489 used for I-Ready renewal program.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Alvarez, Agathe	Principal
Clemonshager, Julie	Instructional Coach
Fedrick, Laquanda	Dean
Torres, Lynn	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will meet monthly to plan and implement Literacy initiatives at the school. The team will address Literacy concerns from grade level PLC meetings. The LLT team conducts Literacy Night with the parents and student to promote reading at home. January is designated for literacy month and there will be literacy activities throughout the month to promote reading. The LLT supporting writing is being embedded throughout the content areas.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Every Tuesdays and Thursday are the school-wide collaboration days Teams are partnered with an administrative staff and collaboratively plan instruction based on standards. Teams are also encouraged to do lateral planning in order to fill in any gaps of instruction. Each grade level team participate in common planning on Tuesdays and Thursdays to ensure alignment across grade level.

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

As part of the process of recruiting, the candidates are interviewed by the principal and the instructional coaches, who have reviewed the resumes for certifications and qualifications for the position. Among the topics discussed are the use of data to drive instruction, technology used in daily lessons, classroom management strategies, communication and interaction with parents, and prior experiences in the classroom setting.

New teachers meet with the principal on a regular basis throughout the year. The instructional dean partners the new teachers with a veteran staff mentor teacher. All teachers participate in Professional Learning Communities, focusing on student achievement and professional development.

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

Mentors are assigned to first and second year teachers and those who are new to our school system. They meet at least once a month to address any needs they may have and facilitate support in any of the curriculum areas. Mentors are available to provide ongoing, individual support to help them have a successful experience.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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.

Instructional Strategies

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

All teachers at Tildenville use data to drive instruction and assist in developing groups in order to properly differentiate instruction. Assessment data, classroom data and teacher observations provide for the opportunity to identify target skills and students.

Once students are targeted, teachers build fluid groups through our core curriculum to meet the needs of each student. Instruction is modified or supplemented by teachers using district approved intervention pieces to ensure every student attains comprehensive understanding and mastery of the Florida State Standards.

Students having difficulty may receive additional support from our Reading Intervention Specialist and Math Resource Teacher. Additionally, students are invited to attend after school tutoring to receive additional support in the areas of reading, math, science and writing.

Tildevnille students also use the technology component, I-Ready Reading, for supplemental

assistance. These technology components assess and level students appropriately and students move through the program at their own pace. Teachers are able to assign specific skills to students in deficient areas.

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: Before School Program

Minutes added to school year: 5,400

Morning clubs - Each morning for 30 minutes, students have the opportunity to get additional computer practice in math, reading, and science. They also have enrichment time in French, Spanish, and Music.

Strategy Rationale

The extended learning activities during morning clubs give students additional practice and support in the core academic subjects. Students that do not have technology at home can visit the computer labs and have access to the programs available for additional practice.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Alvarez, Agathe, agathe.alvarez@ocps.net

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

The data collected is based on previous year FCAT scores, Benchmark Assessments, FAIR, Mini Benchmark Assessments, lesson and benchmark assessments for the core curriculum. During data meetings and lesson studies, the principal, teachers, and core team analyze results and make instructional decisions based on their findings.

Strategy: After School Program

Minutes added to school year: 27,000

ASP, 21st Century Grant - Students get additional practice in math, reading, and science for 2 1/2 hours daily.

Strategy Rationale

The data indicates the need for students to have additional opportunities for their core academics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Alvarez, Agathe, agathe.alvarez@ocps.net

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

The data collected is based on previous year FCAT scores, Benchmark Assessments, FAIR, Mini Benchmark Assessments, lesson and benchmark assessments for the core curriculum. During data meetings and lesson studies, the principal, teachers, and core team analyze results and make instructional decisions based on their findings.

Strategy: Extended School Day

Minutes added to school year: 6,480

TAG (Targeted Accelerate Growth) - Four times a week for 30-45 minutes each day, students are engaged in activities focused on skills they have not mastered in reading and math. These students, based on previous year and current data, are at risk of not achieving a satisfactory level on the state assessment, participate in additional learning opportunities in the areas of reading and math.

Strategy Rationale

The data indicates that the students need additional support in order to be successful in their core academics.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Alvarez, Agathe, agathe.alvarez@ocps.net

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

The data collected is based on previous year FCAT scores, Benchmark Assessments, FAIR, Mini Benchmark Assessments, lesson and benchmark assessments for the core curriculum. During data meetings and lesson studies, the principal, teachers, and core team analyze results and make instructional decisions based on their findings.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At Tildenville Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of instructional/intervention programs. Second Language Learners are also screened during the summer prior to entering Kindergarten. The Florida Kindergarten Readiness Screener (FLKRS) is used during the first 20 days of school to measure student readiness for the Kindergarten curriculum. Teachers administer the beginning of the year assessment as part of the core reading and math curriculum

Screening data will be collected and disaggregated by the middle of September. Data will be used to plan daily academic and social/emotional instruction for all students, for groups of students or individual students who may need intervention beyond the core instruction. Continuous progress monitoring and interventions are used for students scoring as High Risk or Moderate Risk in any tested area.

Screening tools will be re-administered mid-year and at the end of the year to determine students' learning gains and determine the need for changes to the instructional/intervention programs.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students and staff are encouraged to wear college paraphernalia on a designated day once a month.

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

Tildenville incorporates non-fictional text to teach students about world history and the community to prepare them for the career and technical fields.

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

Tildenville participates in the OCPS Teach-In Program. Additionally, the school participates in STEM labs on the special area wheel. Tildenville will participate in the district learning garden where students learn about growing fruits and vegetables and have an outside classroom.

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

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework. 1a

G053063

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	77.0
ELA/Reading Lowest 25% Gains	68.0
AMO Reading - All Students	69.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Instructional Coach
- IMS and Think Central
- Journeys and Voyager Reading programs
- I-Ready reading and math
- Florida Ready for math
- Go Math core program
- Performance Matters data
- ST Math
- MyOn reading counts
- SMART 7/problem solving
- I Station for reading and math intervention

Targeted Barriers to Achieving the Goal 3

- Teachers need more support with identifying and creating more rigorous tasks that align with the levels of the Webs Depth of Knowledge and the standard.
- Teachers have difficulty deconstructing the new Florida Standards.
- Students display low fact fluency.
- Students have difficulty with mutil-step problem solving skills in math.

Plan to Monitor Progress Toward G1. 8

Performance Matters data will be analyzed and disseminated to teachers.

Person Responsible

Agathe Alvarez

Schedule

Semiannually, from 10/22/2014 to 6/3/2015

Evidence of Completion

Classroom walkthroughs, PLC meetings, mini-assessment data, data regarding school wide trends, standards based instruction being implemented, Performance Matters, and Florida State Assessment 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 improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework. **1**

 G053063

G1.B3 Teachers have difficulty deconstructing the new Florida Standards. **2**

 B133661

G1.B3.S1 Teachers will receive support and professional development throughout the school year from instructional coaches on the Florida State Standards. **4**

 S145542

Strategy Rationale

The data indicates the need for more professional development/coaching on the new standards.

Action Step 1 **5**

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, view teacher lessons and review lesson plans.

Person Responsible

Julie Clemonshager

Schedule

Weekly, from 9/10/2014 to 6/3/2015

Evidence of Completion

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

Action Step 2 5

Collaborative Planning session with school based Coach, Instructional Staff (grades 3-5), and Admin team. Reading Coach and Math Coach will present on Deconstructing Standards in the areas of math and reading. Teams will be guided by coaches through the lesson planning process using the deconstructed standards. Instructional Staff will determine appropriate problems and resources to use for the selected benchmarks.

Person Responsible

Julie Clemonshager

Schedule

Weekly, from 9/10/2014 to 6/3/2015

Evidence of Completion

sign-in sheets , classroom walk-throughs, lesson plans and Deconstructing Standards form

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

The leadership team will monitor lessons, maintain a coaching log, and use the I observation to identify trends and provide feedback to teachers on instruction to ensure they are teaching to the rigor of the standard.

Person Responsible

Agathe Alvarez

Schedule

Weekly, from 9/10/2014 to 6/3/2015

Evidence of Completion

Classroom walkthroughs, assessment data and data meetings, trend data is discussed, and I observation data and feedback. PD exit slips from deconstructing the standards will be obtained to support teachers further through the coaching cycle.

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

The leadership team will review data and conduct data chats. The team will use mini-assessments, district benchmark assessments and Florida State Assessment data. I observation feedback data will be reviewed and aligned to I observation data.

Person Responsible

Agathe Alvarez

Schedule

Every 6 Weeks, from 9/10/2014 to 6/3/2015

Evidence of Completion

Data chat minutes, leadership team minutes, I observation data and feedback, mini assessment data, Performance Matters data, and Florida State Assessment data.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	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, view teacher lessons and review lesson plans.	Clemonshager, Julie	9/10/2014	Sign-In sheets from professional development, classroom walkthroughs, and Marzano i-observation data and feedback.	6/3/2015 weekly
G1.B3.S1.A2	Collaborative Planning session with school based Coach, Instructional Staff (grades 3-5), and Admin team. Reading Coach and Math Coach will present on Deconstructing Standards in the areas of math and reading. Teams will be guided by coaches through the lesson planning process using the deconstructed standards. Instructional Staff will determine appropriate problems and resources to use for the selected benchmarks.	Clemonshager, Julie	9/10/2014	sign-In sheets , classroom walk-throughs, lesson plans and Deconstructing Standards form	6/3/2015 weekly
G1.MA1	Performance Matters data will be analyzed and disseminated to teachers.	Alvarez, Agathe	10/22/2014	Classroom walkthroughs, PLC meetings, mini-assessment data, data regarding school wide trends, standards based instruction being implemented, Performance Matters, and Florida State Assessment data.	6/3/2015 semiannually
G1.B3.S1.MA1	The leadership team will review data and conduct data chats. The team will use mini-assessments, district benchmark assessments and Florida State Assessment data. I observation feedback data will be reviewed and aligned to I observation data.	Alvarez, Agathe	9/10/2014	Data chat minutes, leadership team minutes, I observation data and feedback, mini assessment data, Performance Matters data, and Florida State Assessment data.	6/3/2015 every-6-weeks
G1.B3.S1.MA1	The leadership team will monitor lessons, maintain a coaching log, and	Alvarez, Agathe	9/10/2014	Classroom walkthroughs, assessment data and data meetings, trend data is	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	use the I observation to identify trends and provide feedback to teachers on instruction to ensure they are teaching to the rigor of the standard.			discussed, and I observation data and feedback. PD exit slips from deconstructing the standards will be obtained to support teachers further through the coaching cycle.	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework.

G1.B3 Teachers have difficulty deconstructing the new Florida Standards.

G1.B3.S1 Teachers will receive support and professional development throughout the school year from instructional coaches on the Florida State Standards.

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, view teacher lessons and review lesson plans.

Facilitator

Instructional coach

Participants

All instructional staff

Schedule

Weekly, from 9/10/2014 to 6/3/2015