

Clarcona Elementary

8723 HACKNEY PRAIRIE RD, Orlando, FL 32818

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
70%

Alternative/ESE Center
No

Charter School
No

Minority
71%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	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

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

SAFE Coordinator

As the coordinator learns about cultural differences, she shares said findings with teachers information that can better help them understand the student and communicate more effectively with the parent(s)

Monthly highlights of different cultures on cultural diversity topics, important accomplished figures.

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

Cafeteria staff

Encourages students to treat each other with respect, manners, and courtesy. Staff also coaches students to use manners with the adults when asking for assistance.

School wide

Students are told to enlist the help of an adult if there are any problems that arise with another student. The adult then assists and tries to help resolve the issues.

SAFE Coordinator

Teachers know that SAFE coordinator is on campus to speak to individual students of which there might be a concern. Referral system is well established and utilized. Safety plans are devised when appropriate, shared with the student, teacher, and/or parents.

YMCA Afterschool Program

Reinforces school wide method dealing with students as school personnel in treating others with respect.

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

Positive Behavior System is utilized as a campus wide behavioral system.

Students are rewarded daily throughout the campus (classroom, bus, lunchroom, specials) using Blue Shining Star Cards, Class Dojo, and Colt of the Day.

School and Bus behavior expectations are reviewed whole group a minimum of 3 times a year.

Instructors review the OCPS code of conduct every marking period.

Staff members are trained by the Dean, SAFE Coordinator, and Behavior Specialist on effective Classroom Management and the process of writing Office Referrals and Classroom Intervention Forms.

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

Teachers and staff are supportive of the needs of each student. There is an atmosphere of team support whenever a student need arises regardless of employee position. Teachers are sensitive to student needs whether it be emotionally, physically, or with school supplies. The teachers do not hesitate to ask for assistance from resource teachers.
SAFE coordinator position was created to better assist students, teachers, and parents by providing in-school and out-of-school resources so learning can be enhanced.
Students Success Specialist position was created to assist with mentoring and coaching of minority or at risk students.

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	22	21	14	12	7	23	99
One or more suspensions	3	9	8	12	9	12	53
Course failure in ELA or Math	0	0	57	32	54	46	189
Level 1 on statewide assessment	0	0	0	60	39	49	148

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	4	10	31	32	34	111

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

Students identified are serviced via the following intervention strategies
SAFE Coordinator
Collaborate with teachers to address the needs of students and families in crisis. Allocates appropriate school and community resources.
Student Success Specialist
Works with students in small group to reinforce instruction. Monitors student performance data in Tier I core instruction.

MTSS Coach

Tracks student performance academic and behavioral interventions. Leads team in discussion regarding the success of intervention and the need to adjust intensity or frequency of interventions

CRT

Monitors student academic progress and leads teams in discussion regarding the identification of root causes.

Intervention Teachers

Works with students in small group to reinforce instruction. Monitors student performance data in Tier II and Tier III instruction.

Dean

Collaborates with teachers, SAFE Coordinator, Behavior Specialist, and MTSS coach to develop behavioral intervention strategies

Registrar

Informs social worker and dean of students with excessive absenteeism or tardiness.

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?

No

PIP Link

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

Description

PTA Event Attendance

Community Event Attendance

SAFE coordinator position was created to better assist students, teachers, and parents by providing in-school and out-of-school resources so learning can be enhanced.

Students Success Specialist position was created to assist with mentoring and coaching of minority or at risk students.

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

SAFE Coordinator attends chamber of commerce meetings.

Dedicated Partner In Education (PIE) Coordinator position. PIE coordinator will establish new relations with the community and expand existing relationships.

Inviting community leaders to school events.

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
Strenth, Robert	Principal
Izzo, Deborah	Instructional Coach

Duties

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

Robert Strenth

1. Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light.
2. Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.
3. Manages all operations and functions of his/her school consistent with district goals.
4. Develops and administers policies that provide a safe and effective learning environment.
5. Is visible in his/her school community and recognized as the educational leader.
6. Serves as a member of the area superintendent's team and participates in the learning community's planning, development and evaluation.
7. Keeps the area superintendent informed of current school critical issues and incidents about which he/she should be aware.
8. Uses a variety of problem solving techniques and decision making skills to resolve problems.
9. Communicates and interacts effectively with all stakeholders in the community.
10. Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines.
11. Follow the district's policies and procedures as related to fixed assets.
12. Develop leadership in subordinates.
13. Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position.
14. Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise.
15. Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility.
16. Perform other duties and responsibilities as assigned by supervisor.
17. Manifests a professional code of ethics and values.

Deborah Izzo

1. Develop and coordinate instructional program with emphasis in math and science K-5.
2. Develop and coordinate common assessments in all subject areas K-5.
3. Coordinate with Reading Coach, MTSS Coordinator, SLB, and CT to ensure consistency with instructional model.
4. Oversee accurate data collection and reporting related to student achievement.
5. Work with all instructional personnel in the accurate use of data to drive instruction.
6. Oversee accurate completion and updates of the School Improvement Plan.
7. Ensure successful implementation of math and science objectives in School Improvement Plan.
8. Coordinate all school-based tutoring initiatives.
9. Conduct professional development for instructional staff-whole and individual.
10. Ensure accurate reporting of inservice points for teachers.
11. Oversee new teacher induction program with Instructional Coach.
12. Testing Coordinator (Except FAIR, FLKRS and CELLA).
13. Supervise instructional programs and usage of student computer labs.
14. Serve as principal's math, science, and writing representative at IEP, 504, and retention meetings.

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

School leadership identifies and aligns available resources in order to meet the needs of all students and maximize desired outcomes via professional development, multi-tiered system of support, supplemental academic instruction.

2014-2015 Professional Development Schedule

Theme: Increasing Rigor

August 4th-6th, 2014

LSI Rigor Demonstration School

August 11th-15th, 2014

Goal: First 10 days of instruction that supports the LSI Rigor in the Schools Initiative.

Monday-Going Forward w/LSI Rigor Initiative Day One: Examining the Standards and the MTPS.

Using the 5 Whys to Drive Your Planning.

Tuesday- -Going Forward w/LSI Rigor Initiative Day Two: Tertiary Data and My Class

Wednesday- -Going Forward w/LSI Rigor Initiative Day Three: Using the Standards, MTPs, and My Class Data to Create Lessons in Reading and Math (August 18-29). DQ 1, 2, 3, and 4.

Thursday--Going Forward w/LSI Rigor Initiative Day Four: Instructional Coaches meet with Teachers to Assist with Lesson Plan Development. Classroom visits (DQ 6).

Friday--Going Forward w/LSI Rigor Initiative Day Five: Review of Lesson Plans with Discussions on DQ 5 and DQ 9.

August-June

Currently under development with LSI trainers.

Instructional Resource Tuesdays (During Plan Time)

First Tuesday: Reading Lesson Plan Development (Strategies focused on upcoming standards)

Second Tuesday: Math Lesson Plan Development (Strategies focused on upcoming standards)

Third Tuesday: Progress Monitoring (Review formative assessments, develop intervention/re-teaching)

Fourth Tuesday: Debriefing of Observations of Reading (Successful strategies, Applications of successful strategies and new strategies to upcoming standards).

Fifth Tuesday: Debriefing of Observations of Math (Successful strategies, Applications of successful strategies and new strategies to upcoming standards).

Sixth Tuesday: Progress Monitoring (Review formative assessments, develop intervention/re-teaching)

MTSS procedures For Clarcona 2014-2015 School year

The Intervention Process

Tier I: 90 minute reading block which includes whole group instruction, differentiated small group instruction, and literacy centers. Small group instruction will be differentiated based on student data.

60 minute math block with whole group instruction, guided math/math centers. Guided math instruction will be differentiated based on student data.

Involved personnel: Administration, Instructional Coaches, Classroom Teacher, MTSS coach (for students below grade level), other assigned Instructional Resource as required (ESOL, Safe, etc)

Tier II (Reading): Continue with Walk-To intervention model. Below level groups (based on Tier I data) will be instructed using Journeys Intervention (Lessons) and Write In Readers (Student materials). Students will be progress monitored biweekly using the Journeys Progress Monitoring assessments. Students are expected to score 80% or better on progress monitoring assessments. The on level students will be working in the Florida ready books. The enrichment students will work on research/ project based learning.

MTSS coach will meet with intervention teachers every 6-8 weeks to check on progress. This will provide 3 to 4 data points.

District goal is that 70% of Tier II students will meet grade level expectations in reading and/or math (OCPS MTSS Manual 2013-2014, p. 3). This means that by providing adequate Tier II instruction, the students should begin to show mastery in Tier I.

If a student is not making progress or making inconsistent progress, the first step is to determine if a change in instruction is necessary. If the student responds to the change in instruction and continues to make progress, Tier II instruction will continue. Tier III is not needed at this time. However, if a student is in Tier II and is not making progress and is approximately one year or more below grade level, the student will be recommended for Tier III.

If the change in instruction is not effective and the student is not making progress (3-4 data points), the student will be recommended for Tier III.

Materials: Journeys Intervention lessons and Progress Monitoring (biweekly)

Involved personnel: MTSS coach, intervention teacher, homeroom teacher, instructional coaches (materials and process), school psychologist, other assigned Instructional Resource as required (ESOL, Safe, etc)

Tier 3:

To move to Tier III, a student will meet the following criteria:

1. The student is not making sustained progress, even after a change in instruction.
2. The student is not making any sustained progress in Tier II and is a year or more below grade level.

Tier 3 instruction will be provided by the classroom teacher during a set time of day. The proposed time will be the last 30 minutes each day (except Wed.) during a school wide DEAR time. (See attached for explanation of DEAR.)

The teachers k-5 will utilize Lexia Core 5 (a computer based program) for Tier III intervention. The MTSS coach will monitor Tier III students, along with classroom teacher, and determine when teacher guided lessons are necessary, and if classroom teacher will implement, or if an intervention specialist is required.

Intervention specialist will implement Tier III interventions when the MTSS coach/ team deems it necessary.

When Tier III is not successful

1. The intervention type will be changed, and no less than three data points will be collected to determine if the student is making adequate sustained growth.
2. If the growth is not sufficient or the achievement gap is continuing to SIGNIFICANTLY widen an in house meeting will be scheduled with the MTSS coach, staffing specialist, school psychologist, math and or reading coach, and classroom teacher to determine next possible steps.
3. If an evaluation and or 504 is pursued the student will continue to receive Tier III and Tier II during the process.

Tier II to Tier III: MTSS coach, intervention teacher, homeroom teacher, instructional coaches (materials and process), parents, school psychologist, other assigned instructional resource as required (ESOL, SAFE, etc)

MTSS Meetings:

Thursdays will be teacher requested meeting. We will discuss no more than 15 students.

Wednesdays will be parent MTSS meeting days.

The teacher will access the MTSS Meeting request form, the MTSS student graph, and submit the documentation to the MTSS coach for approval (all documents will be accessible through school collaboration)

MTSS coach will schedule the teacher requested meetings to discuss student progress

A team review meeting will take place for Tier III students every 4-6 weeks, and for Tier II every 6-8 weeks (paras can be used to cover classes for teachers that need to participate in these brief meetings) The initial meetings will be a comprehensive review of the students' progress in the core, Tier II and Tier III if applicable. A follow up meeting that should be no more than 15 minutes will be scheduled at the end of the meeting.

Parents will be present at any meeting that involves a student that is transitioning from Tier II to tier III, or if a student is not making satisfactory progress in Tier III and the intervention is being changed

and/or eligibility is being considered. For these meetings School Psychologists and staffing specialist must be present. A fifteen minute in house meeting will be scheduled prior to these meetings with parents.

For Tier II MTSS coach will meet with intervention teachers every 4-8 weeks to check on progress, possibly during PLC or the grade levels special area time.

For Tier III the MTSS coach will meet with the intervention specialist and classroom teacher every 3-4 weeks to discuss student progress. This will provide 3 to 4 data points.

Wednesday meetings with parents for MTSS. This will be either during the teacher's special area time, before, or after school.

Thursday These will be teacher requested meeting days. After the teacher has filled out the teacher meeting request form on school collaboration the MTSS coach will schedule a meeting.

**If a grade a whole grade level would like to meet with the MTSS coach before the monthly data PLC this time may be utilized.

Supplemental Academic Instruction (SAI)

It is our intent to use the extended learning allocation to provide before and afterschool tutoring opportunities. Students selected to attend before and afterschool tutoring will be based on FCAT data and Benchmark 2 data – priority given to struggling 3rd graders and Level 1 and 2 readers.

Computer Lab tutoring (4 tutors)

50 higher scoring level 2's (25 students in each lab)

50/50 split of time on Lexia and Math Computer Based Program (most likely iReady)

Tutors in computer labs will be responsible for: monitoring all tutoring students in the cafeteria during snack 3:15-3:30, monitoring students on computers, assisting students on computer based tasks

Classroom Tutoring

8 students per tutor

50/50 split of Reading and Math tutoring

Schedule of instruction is as follows:

3:30-4:00 Reading, 15 minute rotation, 4 students on computers, 4 students completing reading mini-lesson with tutor (mini-lesson materials provided by MTSS Coach)

4:00 – 4:30 Mathematics, 15 rotation, 4 students on computers, 4 students completing math mini-lesson with tutor (mini-lesson materials provided by MTSS Coach)

Target Population:

Targeted population struggling 3rd graders, Level 1 and 2 readers, ELL students, struggling mathematics students

Time:

Tuesday and Thursday (after school 3:00 – 4:30)

Personnel Needed:

Instructional Staff - 14 tutors minimum

Curriculum/Materials Needed::

Literature (selection based on Just Read Florida recommended reading list, Sunshine State Young Readers Award books), Lexia, iReady, Student positive behavior rewards

General Supplies – Storage, Binders, folders, pencils

Progress Monitoring:

Embedded computer based monitoring

Mini-lesson progress monitoring

Attendance and Behavior Management:

Tutoring programs will use Class Dojo to monitor behavior and attendance.

Tutors will not be responsible for establishing the dojo class.

Students receive a dojo point for attending

Students also receive dojo points for effort, on task behavior, etc.

Students can spend their dojo points at the Tutoring Store

Students will have set shopping times (the "store" will most likely be portable)

The "store" will be stocked with a variety of incentive prizes

Points are only deducted for purchases

Measurement of Results :

Monitor tutor and student attendance. Will track changes in STAR data, AR data, LEXIA data, iReady data, MTP progress monitoring, and Benchmark Data.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Robert Strenth	Principal
Evangeline Richardson	Teacher
Michelle Ishmail	Teacher
Cyndra Alderman	Parent
	Student

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 completed School Improvement Plan was presented to the SAC at their October meeting. The principal shared the planning and problem solving process the leadership team utilized to construct the 2013-2014 School Improvement Plan.

During each subsequent SAC meeting revisited the School improvement goals and discussed to progress toward goals. Data was reviewed shared as it became available.

May of 2014 the principal shared the process teachers completed evaluating the success of attaining school improvement. A bi-product of the evaluation was an outline of the 2014-2015 School Improvement plan. The SAC echoed the evaluation and plan produced by instructional and leadership teams.

Development of this school improvement plan

Previous school year data was reviewed with SAC to assist in the development of areas of needed growth.

May of 2014 the principal shared the process teachers completed evaluating the success of attaining school improvement. A bi-product of the evaluation was an outline of the 2014-2015 School Improvement plan. The SAC echoed the evaluation and plan produced by instructional and leadership teams.

SAC offered input on supporting goals specific to increasing parental involvement.

Preparation of the school's annual budget and plan

2014-2015 projected budget is shared with SAC by school leaders. The principal discusses resource allocation and offers explanations as to why said allocations support school improvement plan goals. SAC was in agreement with proposed fiscal allocations.

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

N/A

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
Izzo, Deborah	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Using the Florida Continuous Improvement Model, the LLT will work with teachers to analyze student data, plan focused instruction, monitor progress through state and school assessments, adjust instruction in response to data, and address reading benchmarks in all content areas. Providing community wide reading interaction via various evening literacy event - Great Pumpkin Read In, Season's Readings, Read Around the World.

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

School leadership has instituted a dedicated common planning time for all teachers. Teacher leaders have undergone training in effecting leading of professional learning communities. Grade level teams meet weekly with instructional coaches for "Instructional Resource Tuesdays". Monthly vertical alignment professional learning communities focused on academic achievement school improvement focal areas.

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

Retaining of Highly Qualified Teachers: All teachers participate and contribute to Professional Learning Communities, focusing on student achievement and professional development. Recruitment of Highly Qualified Teachers: Pre-Qualification of Instructional applicants-All instructional applicants are pre-qualified as Highly

Qualified before they are called in for an interview. Identification of Teacher Leaders: Building Capacity by supporting teaching and learning through maximizing expertise in leadership, content, and pedagogy among community stakeholders in order to implement and sustain the OCPs framework.

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

Clarcona's mentoring program is focused on coaching, guidance, and professional development. Our weekly meetings are designed to provide beginning teachers with relevant professional development designed to enhance their students' learning as well as their own professional knowledge. Further, teachers are provided with opportunities for application and reflection on a daily basis. Each beginning teacher completed a Needs Assessment, highlighting areas they felt the need to improve upon. The results of this assessment help to guide topics of discussion during our new teacher meetings. Examples of topics discussed thus far are implementing the new Florida standards, Accelerated Reader, planning for observations, Open House tips, Safari Montage, etc. Future activities include technology, Marzano,

incorporating author's evidence, deliberate practice, etc.

Each beginning teacher was provided with a carefully-selected mentor. We are aware that the mentor-mentee relationship is critical and vital to the success of any induction program. Therefore, the pairings were deliberate and calculated based on several factors, including the mentor's teaching style, background, grade level, and experience. To date, no mentors were changed for any reason.

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. All schools are expected to utilize the standards-based resources during daily instruction.

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

School utilizes the 5 Whys strategy to determine root causes.

Data analysis occurs in class level, grade level, and school level.

Instructors track student performance via formative and summative assessments. Instructors administer common assessments. The common assessment are used to derive a scaled score on each measurement topic. Scaled scores are posted to Performance Matters. Scaled scores are used to create guided reading groups, reteaching groups, and track performance of at risk students.

CRT leads grade levels in data chats highlighting trends in classrooms and facilitating sharing of successful instructional strategies.

Team leaders lead grade level teams in data chats to review common assessment work samples and facilitates discussion of how to reteach or enrich students based error analysis of common assessments.

CRT leads administrators in school level data chats to review trends.

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

Strategy: Extended School Day

Minutes added to school year: 120

Supplemental Academic Instruction (SAI)

Computer Lab tutoring (4 tutors)

50 higher scoring level 2's (25 students in each lab)

50/50 split of time on Lexia and Math Computer Based Program (most likely iReady)

Tutors in computer labs will be responsible for: monitoring all tutoring students in the cafeteria during snack 3:15-3:30, monitoring students on computers, assisting students on computer based tasks

Classroom Tutoring

8 students per tutor

50/50 split of Reading and Math tutoring

Schedule of instruction is as follows:

3:30-4:00 Reading, 15 minute rotation, 4 students on computers, 4 students completing reading mini-lesson with tutor (mini-lesson materials provided by MTSS Coach)

4:00 – 4:30 Mathematics, 15 rotation, 4 students on computers, 4 students completing math mini-lesson with tutor (mini-lesson materials provided by MTSS Coach)

Target Population:

Targeted population struggling 3rd graders, Level 1 and 2 readers, ELL students, struggling mathematics students

Time:

Tuesday and Thursday (after school 3:00 – 4:30)

Personnel Needed:

Instructional Staff - 14 tutors minimum

Curriculum/Materials Needed::

Literature (selection based on Just Read Florida recommended reading list, Sunshine State Young Readers Award books), Lexia, iReady, Student positive behavior rewards

General Supplies – Storage, Binders, folders, pencils

Progress Monitoring:

Embedded computer based monitoring

Mini-lesson progress monitoring

Attendance and Behavior Management:

Tutoring programs will use Class Dojo to monitor behavior and attendance.

Tutors will not be responsible for establishing the dojo class.

Students receive a dojo point for attending

Students also receive dojo points for effort, on task behavior, etc.

Students can spend their dojo points at the Tutoring Store

Students will have set shopping times (the “store” will most likely be portable)

The “store” will be stocked with a variety of incentive prizes

Points are only deducted for purchases

Measurement of Results :

Monitor tutor and student attendance. Will track changes in STAR data, AR data, LEXIA data, iReady data, MTP progress monitoring, and Benchmark Data.

Strategy Rationale

It is our intent to use the extended learning allocation to provide before and afterschool tutoring opportunities. Students selected to attend before and afterschool tutoring will be based on FCAT data and Benchmark 2 data – priority given to struggling 3rd graders and Level 1 and 2 readers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Izzo, Deborah, deborahann.izzo@ocps.net

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

Progress Monitoring:

Embedded computer based monitoring

Mini-lesson progress monitoring

Measurement of Results :

Monitor tutor and student attendance. Will track changes in STAR data, AR data, LEXIA data, iReady data, MTP progress monitoring, and Benchmark Data.

Strategy: Weekend Program

Minutes added to school year: 15

Super Students Saturdays

Students will attend themed Saturday Session to enrich core instruction.

Saturday sessions will touch on Science, Mathematics, and ELA via project based learning

Strategy Rationale

It is our belief that creating opportunities for student enrichment via project based learning will promote the transition of students becoming 21 century learners.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Izzo, Deborah, deborahann.izzo@ocps.net

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

Event attendance

End of event feedback forms from stakeholders (teacher, students, and parents)

Tracking performance on district and state assessments of students that attend two or more events

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

5th Graders

Students attend field trips to middle schools

Kindergarten

Students receive letters from their teachers inviting them to attend meet your teacher event

Vertical Allignment PLC's

Instructors attend subject specific meetings with representatives from each of the grade levels. The intent is that student expectations are shared across grade levels.

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

Destination College
Own the Turf
Teach In

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** To improve core instruction by using standards based instruction.
- G2.** Increase in levels of Parental and Community involvement in academic oriented events.

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. To improve core instruction by using standards based instruction. **1a**

 G055841

Targets Supported **1b**

Indicator

Annual Target

Resources Available to Support the Goal **2**

- Curriculum Resource Teacher

Targeted Barriers to Achieving the Goal **3**

- Lack of understanding of standards based instruction.

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

Improved Assessment Data, Unit Plans aligned to standards demonstrating a variety of instructional strategies, Common Assessments aligned to standards, increased iObservation instructional practice scores

Person Responsible

Robert Strenth

Schedule

Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Assessment Data, Unit Plans, Common Assessments, iObservation

G2. Increase in levels of Parental and Community involvement in academic oriented events. 1a

G043405

Targets Supported 1b

Indicator	Annual Target
Attendance rate	50.0

Resources Available to Support the Goal 2

- Instructional Coaches
- Event Committees
- S.A.F.E. Coordinator
- School Advisory Council

Targeted Barriers to Achieving the Goal 3

- Parents are unable to attend events later in the evening
- Ineffective communication between school parents and community

Plan to Monitor Progress Toward G2. 8

Increased parent and community attendance at meetings and events.

Person Responsible

Robert Strenth

Schedule

Evidence of Completion

An increase from previous years average attendance. (sign-in sheets, attendance estimations, parent/guardian feedback)

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. To improve core instruction by using standards based instruction. **1**

 G055841

G1.B1 Lack of understanding of standards based instruction. **2**

 B140745

G1.B1.S1 Weekly differentiated professional development based on progress monitoring of student performance. **4**

 S153058

Strategy Rationale

To expose teachers to a variety of instructional strategies.

Action Step 1 **5**

Explain district provided instructional tools.

Person Responsible

Robert Strenth

Schedule

On 8/22/2014

Evidence of Completion

Agenda and sign in sheet from meetings.

Action Step 2 5

Team Leaders receive training in effectively leading PLCs to focus on standards based lesson planning.

Person Responsible

Robert Strenth

Schedule

Quarterly, from 9/2/2014 to 5/5/2015

Evidence of Completion

Agenda and sign in sheet from meetings. Feedback from team leaders and teacher surveys.

Action Step 3 5

Coaches lead weekly MTP data discussions to identify performance trends at the grade and classroom level.

Person Responsible

Deborah Izzo

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Meeting notes, sign in sheets.

Action Step 4 5

Coaches lead weekly professional development to assist teachers in developing and delivering differentiated standards based instruction.

Person Responsible

Deborah Izzo

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Classroom observation data indicated through increased iObservation scores, lesson plan feedback, and increases in student achievement.

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

Professional development carried out based on student performance

Person Responsible

Robert Strenth

Schedule

Weekly, from 8/11/2014 to 6/10/2015

Evidence of Completion

iObservation data. Student performance data.

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

Improved student achievement scores and improved variety instructional practice

Person Responsible

Schedule

Weekly, from 8/11/2014 to 6/10/2015

Evidence of Completion

Assessment Data, Unit Plans, Common Assessments, iObservation

G2. Increase in levels of Parental and Community involvement in academic oriented events. 1

G043405

G2.B1 Parents are unable to attend events later in the evening 2

B106369

G2.B1.S1 PTA and SAC meetings will be held immediately following dismissal. School community events will be held earlier and, when possible, immediately following PTA and SAC meetings. 4

S117661

Strategy Rationale

Large percentage of students picked up via car rider or walker.

Action Step 1 5

Meet with PTA and SAC leadership to create schedules that align with strategy.

Person Responsible

Robert Strenth

Schedule

Evidence of Completion

Agenda, meeting notes, finalized schedule reflecting alignment with strategy.

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

Regular meetings with PTA leadership, administration, and SAC leadership to maintain alignment with strategy

Person Responsible

Robert Strenth

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Agenda, meeting notes, finalized schedule reflecting alignment with strategy.

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

Increased parent and community attendance at meetings and events.

Person Responsible

Robert Strenth

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

sign-in sheets, attendance estimations, parent/guardian feedback

G2.B2 Ineffective communication between school parents and community 2

 B106370

G2.B2.S1 Develop continuity in method of home school communication 4

 S117662

Strategy Rationale

parents don't know how or when information is shared.

Action Step 1 5

Weekly School Messenger

Person Responsible

Robert Strenth

Schedule

Weekly, from 8/17/2014 to 6/7/2015

Evidence of Completion

Call log from School Messenger

Action Step 2 5

Regularly update school marquee

Person Responsible

Robert Strenth

Schedule

Weekly, from 8/11/2014 to 6/10/2015

Evidence of Completion

email correspondence between leadership and dean.

Action Step 3 5

Regularly update the school website

Person Responsible

Robert Strenth

Schedule

Weekly, from 8/10/2014 to 6/10/2015

Evidence of Completion

email correspondence between leadership and dean. Monthly calendar print outs.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Pertinent parent/community information is shared on a consistent basis.

Person Responsible

Robert Strenth

Schedule

Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Weekly correspondence between leadership, team leaders, and PTA.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Reduced number of concerns regarding ineffective communication between home and school.

Person Responsible

Robert Strenth

Schedule

Monthly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Parent inquiries, phone and electronic correspondence from parents.

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
G2.B1.S1.A1	Meet with PTA and SAC leadership to create schedules that align with strategy.	Strenth, Robert	9/1/2014	Agenda, meeting notes, finalized schedule reflecting alignment with strategy.	one-time
G2.B2.S1.A1	Weekly School Messenger	Strenth, Robert	8/17/2014	Call log from School Messenger	6/7/2015 weekly
G1.B1.S1.A1	Explain district provided instructional tools.	Strenth, Robert	8/11/2014	Agenda and sign in sheet from meetings.	8/22/2014 one-time
G2.B2.S1.A2	Regularly update school marquee	Strenth, Robert	8/11/2014	email correspondence between leadership and dean.	6/10/2015 weekly
G1.B1.S1.A2	Team Leaders receive training in effectively leading PLCs to focus on standards based lesson planning.	Strenth, Robert	9/2/2014	Agenda and sign in sheet from meetings. Feedback from team leaders and teacher surveys.	5/5/2015 quarterly
G1.B1.S1.A3	Coaches lead weekly MTP data discussions to identify performance trends at the grade and classroom level.	Izzo, Deborah	8/18/2014	Meeting notes, sign in sheets.	6/3/2015 weekly
G2.B2.S1.A3	Regularly update the school website	Strenth, Robert	8/10/2014	email correspondence between leadership and dean. Monthly calendar print outs.	6/10/2015 weekly
G1.B1.S1.A4	Coaches lead weekly professional development to assist teachers in developing and delivering differentiated standards based instruction.	Izzo, Deborah	8/18/2014	Classroom observation data indicated through increased iObservation scores, lesson plan feedback, and increases in student achievement.	6/3/2015 weekly
G1.MA1	Improved Assessment Data, Unit Plans aligned to standards demonstrating a variety of instructional strategies, Common Assessments aligned to standards, increased iObservation instructional practice scores	Strenth, Robert	8/18/2014	Assessment Data, Unit Plans, Common Assessments, iObservation	6/10/2015 weekly
G1.B1.S1.MA1	Improved student achievement scores and improved variety instructional practice		8/11/2014	Assessment Data, Unit Plans, Common Assessments, iObservation	6/10/2015 weekly
G1.B1.S1.MA1	Professional development carried out based on student performance	Strenth, Robert	8/11/2014	iObservation data. Student performance data.	6/10/2015 weekly
G2.MA1	Increased parent and community attendance at meetings and events.	Strenth, Robert	6/1/2015	An increase from previous years average attendance. (sign-in sheets,	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				attendance estimations, parent/guardian feedback)	
G2.B1.S1.MA1	Increased parent and community attendance at meetings and events.	Streth, Robert	9/1/2014	sign-in sheets, attendance estimations, parent/guardian feedback	6/1/2015 monthly
G2.B1.S1.MA1	Regular meetings with PTA leadership, administration, and SAC leadership to maintain alignment with strategy	Streth, Robert	9/1/2014	Agenda, meeting notes, finalized schedule reflecting alignment with strategy.	6/1/2015 monthly
G2.B2.S1.MA1	Reduced number of concerns regarding ineffective communication between home and school.	Streth, Robert	8/18/2014	Parent inquiries, phone and electronic correspondence from parents.	6/10/2015 monthly
G2.B2.S1.MA1	Pertinent parent/community information is shared on a consistent basis.	Streth, Robert	8/18/2014	Weekly correspondence between leadership, team leaders, and PTA.	6/10/2015 weekly

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.

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0