

William Frangus Elementary



2014-15 School Improvement Plan

William Frangus Elementary

380 KILLINGTON WAY, Orlando, FL 32835

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

81%

Alternative/ESE Center

No

Charter School

No

Minority

85%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

D

C

B

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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

The process that Frangus uses to learn about students' cultures are to examine the student interest forms given by the classroom teachers, participation in multi-cultural events at the school and daily interactions with students and families. Relationships are then built through constant communication via face to face, phone calls, planners, notices, parent newsletters, SAC, PTA, PLC, facebook and the Frangus website.

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

Frangus prides itself on creating a inclusive culture where a safe and respected environment is priority. Before school, students are received by strategically placed staff around campus. These persons are to greet all students as they arrive on campus. A "pulse check" is taken to minimize disruption throughout the school day. If a student is noticed to be agitated, staff members will work together to assist the student in a positive manner. Throughout the school day, leadership team members and the dean visit classrooms daily to make rounds and to build and ensure positive relationships with students. During lunch duty, the leadership team visits the cafeteria to ensure students safety and are the following of the FRANGUS expectations. After school, the leadership team/staff members are assigned to designated positions around the campus to ensure that all students are dismissed in a safe and orderly matter.

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

Teachers complete a Classroom Management Plan and turn it in to the Dean. They use Antecedent-Behavior(s)-Consequences (ABC) to document three incidents before the Dean becomes involved. The school is using Positive Behavior Reinforcement strategies to ensure that students stay in the classroom and do not miss instructional time. The Dean trained the all students in Cafeteria Expectations the first week of school. There is a reward system in place (Blue Notes & Gold Treble) to encourage appropriate behavior in the cafeteria. The Dean conducted a bus expectations training during the first week of school and will repeat the training in January. The Dean meets with each grade level once a month to discuss common behavior issues and develop action plans. Additionally, the Dean conducts a bullying prevention lesson plan to upper elementary grades.

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

We have resources that are used consistently when students are identified as needing additional support services--Deveraux (counseling agency) comes regularly to school to serve identified students. Our psychologist is available to form groups to address social skills, anger management, support groups as needed. The Dean mentors students and sets time aside to talk to the students and inquire about their well being.

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

All students that score at Level 1 or 2 on the statewide assessments are identified early in the year and reading and math interventions are provided. Attendance is monitored by attendance clerk and social worker to identify students who are reaching 10 absences. The social worker contacts the parents to determine reasons and provide necessary support. The Dean keeps track of referrals and suspensions and correlates them to ESE and ELL programs to ensure compliance with state and federal mandates.

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	11	13	7	6	6	7	50
One or more suspensions	0	0	1	0	3	0	4
Course failure in ELA or Math	0	0	9	15	37	25	86
Level 1 on statewide assessment	0	0	0	22	32	18	72

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	8	21	17	47

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

Staff Development was provided to all staff members to ensure the compliance of using standardized testing and assessments to identify students in need of additional support or enrichment. Once students are identified, teachers begin collecting Tier 1 data, once it has been determined that Tier 1 interventions are not meeting the needs of the student, the teacher request a meeting with the MTSS Coordinator. At this meeting, Tier 2 interventions are identified and a plan is put in place to implement. Teachers must still collect data to determine if the interventions are working or need to be changed. The student is monitored closely by the MTSS team to determine the success of the interventions.

In the event Tier 2 interventions are not successful and the student has not shown progress, the MTSS Committee meets to discuss an action plan to implement Tier 3 interventions. The

interventions are documented and data collected to determine next course of actions. Some of the interventions used for Tier 2 are small group instruction, computer based intervention programs, and push in support provided by reading and/or math coaches. In Tier 3, intervention strategies include but are not limited to, additional support time provided by Reading or Math Coach as well as the reading intervention specialist. All of these interventions are built upon each other. The interventions indicate that more time is being invested in the student. Previous interventions are not removed from a student's support system. Throughout the MTSS process, parents are kept informed of the students progress or lack there of; parents are an integral part of the process.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/196763>.

Description

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

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

Frangus works diligently to secure partnerships that will build relationships between the community, families and faculty. Liana Hulcher, our Partner In Education Coordinator, meets with several local businesses in order to share all the great things that Frangus is doing to assist our families. She reiterates to the partners the importance of having collaboration between the school, community and business partners alike.

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
Clemente, Luriela	Dean
Despenza, Britt	Assistant Principal
Gonzalez, Ana	Principal
Friedman, Michelle	Instructional Coach
Harp, Melanie	Instructional Coach
Hulcher, Liana	Instructional Coach
Carter, Paulette	Instructional Coach
Achach, Gabriela	Instructional Coach

Duties

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

The Response to Intervention, MTSS/RtI team, is made up of Dr. Gonzalez, Principal, Mrs. Despenza,

Assistant Principal, Dr. Friedman, Curriculum Resource Teacher, Mrs. Hulcher, MTSS/CCT, Ms. Mickelson, Staffing Specialist, Dr. Clemente, Dean and Mrs. Taylor, ESE teacher.

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

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

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

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

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

parent involvement activities and professional development.

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

1 and other programs to ensure student's needs are met. The Staffing Coordinator and/or School

Registrar

will coordinate any migrant activities this year. Frangus does not have a large migrant population. Orange County receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-Out Prevention Program.

Funds for educational services, resources, and ELL support are provided through the district to improve the

education of immigrant and English Language Learners.

Ms. Gail Kiehm serves as our Homeless contact and assists families in need on an individual basis.

Our school nurse provides basic resources such as clothing and counseling information. Our goal is to eliminate

educational barriers that prevent students from receiving appropriate educational services.

SAI funds are utilized to purchase research based materials. For the 2014-2015 school year, we will provide tutoring for students.

The Orange County Sheriff's Department provides a specific program under the MAGIC Program for 5th

Grade students. Through this program our students sign a pledge to be Drug and Violence free.

Additionally,

the MTSS (Rtl-B) team meets regularly to address any needs or concerns of particular students.

Students are assigned school based/community based mentors if necessary.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Gonzalez	Principal
Latesha Brown	Parent
Kristyn Book	Parent
Jean Philippe	Parent
Shaneka Whitlock	Business/Community
Karvita Ramsingh	Parent
Danielle Philippe	Parent
Liana Hulcher	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 in June 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

The SAC members reviewed the survey results from the 2013-2014 school year to determine what should be implemented for the 2014-2015 school year. Additionally, SAC members collaborated and completed sections of the 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

The school does not receive any school improvement funds.

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
Friedman, Michelle	Instructional Coach
Despenza, Britt	Assistant Principal
Gonzalez, Ana	Principal
Harp, Melanie	Instructional Coach
Carter, Paulette	Instructional Coach

Duties***Describe how the LLT promotes literacy within the school***

The major initiatives of the LLT for the 2014-2015 school year will be to implement our new Reading technology component, I-Ready. Additionally, we will also continue to work on implementing the Journey's core reading program with fidelity and to ensure all students are receiving instruction on the required state standards. The reading program is being implemented school wide (K-5). Additionally, professional development will be provided regarding the new Language Arts Standards and effective instructional reading strategies. Frangus will also focus on implementing standards based centers for all grade levels. Centers will be monitored by administration and coaches.

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 Monday is our school-wide collaboration day. 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 Mondays 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

All teachers that fall in the (0-3) category and teachers that are in need of additional support are paired with experienced teachers to assist them with procedures, curriculum, and provide overall instructional

support. Additionally, communication via staff newsletters and Sharepoint are provided to ensure teachers are well informed and abreast of all pertinent information. All teachers participate in Professional Learning Communities, focusing on student achievement and professional development.

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

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

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 Frangus 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 before and after school tutoring to receive additional support in the areas of reading and math.

Frangus students also use the technology component, I-Ready Reading and I-Ready Math, 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: Extended School Day

Minutes added to school year: 3,600

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

Strategy Rationale

Teachers use these strategies to help students develop independent, comprehensive thinking skills allowing for increased comprehension on all grade level texts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gonzalez, Ana, ana.gonzalez2@ocps.net

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

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

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

Our Staffing Specialist will work closely with the feeder Pre-K schools to ensure a successful and seamless

transition to Frangus. We will provide an opportunity for Pre-K parents to bring their child to visit a kindergarten classroom before entering school. Parents will be provided with a "Entering Kindergarten"

packet that will include vital information for incoming Kindergartners. In addition, our students are screened

for vision and hearing before October. Students are administered a Kindergarten Readiness assessment

within the first 20 days of school.

Our Staffing Specialist and 5th grade teachers collaboratively plan for all 5th grade students to visit the feeder middle school which are Gotha and Robinswood. Students are provided an opportunity to speak with the guidance counselor at both schools to here forthcoming expectations.

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

Frangus implements several strategies to advance college and career awareness. All faculty members display their college or university Alma mater on their door. Students and staff are encouraged to wear college paraphernalia on the first Friday of the month. 5th Grade students will research and write an application letter to selected colleges/universities monthly.

5th Grade students will also visit the feeder pattern middle school and one selected high school. The selected high school will offer a feeder pattern school night for students to attend for free. Students will wear their current school t-shirt in order to participate in this activity.

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

Frangus 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

Frangus participates in the OCPS Teach-In Program. Frangus also participates in the OCPS STEM Program.

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

N/A

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.** We will increase our learning gains across content areas through implementing rigorous standard based instruction.
- G2.** Student achievement will increase with the implementation of the MTSS process .

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. We will increase our learning gains across content areas through implementing rigorous standard based instruction. 1a

 G043804

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	66.0
AMO Reading - All Students	73.0
ELA/Reading Gains	70.0
FCAT 2.0 Science Proficiency	62.0

Resources Available to Support the Goal 2

- Additional instructional resource staff
- Item Specifications, IMS, Cpalms, Science Bootcamp, Thinking Maps, Marzano Arts and Science, Go Math, and Journey's Reading Program, Core Connections Writing program, I-Ready technology program and collaborative planning.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

"Look for" data, I observation data/feedback, Performance Matters data, mini assessment data

Person Responsible

Ana Gonzalez

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Classroom walkthroughs, PLC meetings, mini-assessment data, completed "Look For" forms, data regarding school wide trends, standards based instruction being implemented, Performance Matters, and Florida State Assessment data.

G2. Student achievement will increase with the implementation of the MTSS process . 1a

G043805

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0
AMO Math - All Students	66.0
AMO Reading - All Students	73.0
ELA/Reading Lowest 25% Gains	78.0
ELA/Reading Gains	70.0

Resources Available to Support the Goal 2

- Instructional Coach, Reading Coach, MTSS Coach, Reading Intervention Teacher
- Go Math!, Journeys, and Fusion Intervention resource components, I-Ready Reading and I-Ready Math technology components
- Master Schedule

Targeted Barriers to Achieving the Goal 3

- Implementation of strategies for students identified in Tier 2 and Tier 3 and enrichment students.
- Inconsistent progress monitoring.

Plan to Monitor Progress Toward G2. 8

The progress towards the goal will be monitored by conducting classroom walkthroughs, observations and student data. School data will provide detailed information regarding how the students are moving in relation to the goal set forth. Student achievement will increase across all subgroups as indicated in Performance Matters data and Florida State Standards Assessment data.

Person Responsible

Ana Gonzalez

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Performance Matters data, Florida State Standards Assessment

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. We will increase our learning gains across content areas through implementing rigorous standard based instruction. **1**

 **G043804**

G1.B1 Difficulty with implementation of new standards based instruction across content area. **2**

 **B107428**

G1.B1.S1 Teachers will receive support and professional development throughout the school year from instructional coaches on the Florida State Standards. **4**

 **S118863**

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

Michelle Friedman

Schedule

Monthly, from 9/1/2014 to 5/29/2015

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 Coaches, Instructional Staff (grades 3-5), and Admin team. Reading Coach and Math Resource Teacher 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

Michelle Friedman

Schedule

Quarterly, from 9/1/2014 to 9/30/2014

Evidence of Completion

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

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

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

Person Responsible

Britt Despenza

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Classroom walkthroughs, assessment data and data meetings, completed "Look For" documents, leadership team agendas where "Look For" 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.B1.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

Ana Gonzalez

Schedule

Monthly, from 9/22/2014 to 5/29/2015

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.

G1.B2 Unfamiliar with Webbs Depth of Knowledge levels and the Rigor and Relevance framework. Implementing a schedule to include a designated intervention time. 2

 B107429

G1.B2.S1 Teachers will receive professional development on Webbs Depth of Knowledge and implementing Rigor in their lessons. 4

 S118865

Strategy Rationale

The data indicates the need for professional development on rigor

Action Step 1 5

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

Person Responsible

Michelle Friedman

Schedule

Biweekly, from 11/3/2014 to 12/12/2014

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

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

Person Responsible

Melanie Harp

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Classroom Walkthroughs, PLC Notes, Assessment Data,

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

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

Person Responsible

Ana Gonzalez


Schedule

Weekly, from 9/15/2014 to 5/29/2015


Evidence of Completion

I-Observation

G2. Student achievement will increase with the implementation of the MTSS process . 1

 G043805

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

 B107431

G2.B1.S2 Assisting teachers with creating rigorous learning centers targeting students identified in Tier 2 and Tier 3 and enrichment students. Professional development and side-by-side coaching and modeling will be provided to all teachers incorporating data to drive differentiated centers. Coaches will provide samples of center activities that are differentiated based on the needs of the students. 4

 S118868

Strategy Rationale

The data indicates the need for instruction to be differentiated to meet the needs of all learners.

Action Step 1 5

Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students. Teachers will visit the classrooms of colleagues who have implemented rigorous centers effectively to view how effective centers are run.

Person Responsible

Melanie Harp

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Sign in sheets Notes from teachers Activities that align to the standard and are differentiated to address all learners, PD sign in sheets, PLC agenda

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

Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.

Person Responsible

Ana Gonzalez

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Performance Matters data, I observation data and feedback, I Ready data, PD exit slips will be reviewed

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

I-observations and classroom walkthroughs will take place during the intervention block. I-Ready data, and Performance Matters data. I observation feedback and data.

Person Responsible

Ana Gonzalez


Schedule

Weekly, from 9/30/2014 to 5/29/2015

Evidence of Completion

I-observations and classroom walkthroughs will take place during the intervention block. I-Ready data, and Performance Matters data. I observation feedback and data.

G2.B2 Inconsistent progress monitoring. 2

 B107434

G2.B2.S1 Teachers will use district provided common assessment probes to alleviate inconsistencies with progress monitoring. 4

 S129415

Strategy Rationale

The data indicates the need for a school-wide progress monitoring systems.

Action Step 1 5

MTSS Coach will provide probes to all instructional staff and monitor results

Person Responsible

Liana Hulcher

Schedule

Monthly, from 8/27/2014 to 5/29/2015

Evidence of Completion

data from the probes, I observation data/feedback

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

MTSS Coach will meet with instructional staff to ensure common assessment probes are being administered bi-weekly for tier 2 and weekly for tier 3

Person Responsible

Liana Hulcher

Schedule

On 6/5/2015

Evidence of Completion

Teachers will complete graphs provided by the Minority Achievement Office and will then submit the completed graphs to MTSS Coach. MTSS Coach will meet with instructional staff based on data in a timely fashion.

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

MTSS Coach will review graphing data via Sharepoint and if student is making significant progress, student will be removed from tier and placed in a lower tier.

Person Responsible

Liana Hulcher

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Data spreadsheet will be completed and updated monthly and correlated with end of the year assessment information.

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.B1.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.	Friedman, Michelle	9/1/2014	Sign-In sheets from professional development, classroom walkthroughs, and Marzano i-observation data and feedback.	5/29/2015 monthly
G1.B2.S1.A1	CRT, Reading Coach and Math Resource teacher will provide training to all staff members in the area of Webbs	Friedman, Michelle	11/3/2014	Sign-In sheets, PLC notes, classroom walkthroughs and Marzano I-Observation.	12/12/2014 biweekly

Orange - 1611 - Frangus Elementary - 2014-15 SIP
William Frangus Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Depth of Knowledge. They will also enlighten teachers by providing model lessons where they implement rigor.				
G2.B1.S2.A1	Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students. Teachers will visit the classrooms of colleagues who have implemented rigorous centers effectively to view how effective centers are run.	Harp, Melanie	10/1/2014	Sign in sheets Notes from teachers Activities that align to the standard and are differentiated to address all learners, PD sign in sheets, PLC agenda	5/29/2015 quarterly
G2.B2.S1.A1	MTSS Coach will provide probes to all instructional staff and monitor results	Hulcher, Liana	8/27/2014	data from the probes, I observation data/feedback	5/29/2015 monthly
G1.B1.S1.A2	Collaborative Planning session with school based Coaches, Instructional Staff (grades 3-5), and Admin team. Reading Coach and Math Resource Teacher 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.	Friedman, Michelle	9/1/2014	sign-In sheets , classroom walk-throughs, lesson plans, Look For forms and Deconstructing Standards form	9/30/2014 quarterly
G1.MA1	"Look for" data, I observation data/ feedback, Performance Matters data, mini assessment data	Gonzalez, Ana	9/22/2014	Classroom walkthroughs, PLC meetings, mini-assessment data, completed "Look For" forms, data regarding school wide trends, standards based instruction being implemented, Performance Matters, and Florida State Assessment data.	5/29/2015 weekly
G1.B1.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.	Gonzalez, Ana	9/22/2014	Data chat minutes, leadership team minutes, I observation data and feedback, mini assessment data, Performance Matters data, and Florida State Assessment data.	5/29/2015 monthly
G1.B1.S1.MA1	The leadership team will monitor lessons, maintain a coaching log, and use the "Look For" document to identify trends and provide feedback to teachers on instruction to ensure they are teaching to the rigor of the standard.	Despenza, Britt	9/15/2014	Classroom walkthroughs, assessment data and data meetings, completed "Look For" documents, leadership team agendas where "Look For" 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.	5/29/2015 weekly
G1.B2.S1.MA1	Classroom observations will be conducted throughout the school year to determine if teachers are incorporating Webb's Depth of Knowledge strategies in their lessons.	Gonzalez, Ana	9/15/2014	I-Observation	5/29/2015 weekly
G1.B2.S1.MA1	The leadership team will monitor lessons and keep a coaching log.	Harp, Melanie	8/25/2014	Classroom Walkthroughs, PLC Notes, Assessment Data,	5/29/2015 weekly
G2.MA1	The progress towards the goal will be monitored by conducting classroom walkthroughs, observations and student data. School data will provide detailed information regarding how the students are moving in relation to the goal set forth. Student achievement will increase	Gonzalez, Ana	10/6/2014	Performance Matters data, Florida State Standards Assessment	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	across all subgroups as indicated in Performance Matters data and Florida State Standards Assessment data.				
G2.B2.S1.MA1	MTSS Coach will review graphing data via Sharepoint and if student is making significant progress, student will be removed from tier and placed in a lower tier.	Hulcher, Liana	9/1/2014	Data spreadsheet will be completed and updated monthly and correlated with end of the year assessment information.	5/29/2015 monthly
G2.B2.S1.MA1	MTSS Coach will meet with instructional staff to ensure common assessment probes are being administered bi-weekly for tier 2 and weekly for tier 3	Hulcher, Liana	8/20/2014	Teachers will complete graphs provided by the Minority Achievement Office and will then submit the completed graphs to MTSS Coach. MTSS Coach will meet with instructional staff based on data in a timely fashion.	6/5/2015 one-time
G2.B1.S2.MA1	I-observations and classroom walkthroughs will take place during the intervention block. I-Ready data, and Performance Matters data. I observation feedback and data.	Gonzalez, Ana	9/30/2014	I-observations and classroom walkthroughs will take place during the intervention block. I-Ready data, and Performance Matters data. I observation feedback and data.	5/29/2015 weekly
G2.B1.S2.MA1	Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.	Gonzalez, Ana	10/1/2014	Performance Matters data, I observation data and feedback, I Ready data, PD exit slips will be reviewed	5/29/2015 quarterly

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

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

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

Ana Gonzalez, Principal; district support

Participants

Instructional Staff

Schedule

Monthly, from 9/1/2014 to 5/29/2015

PD Opportunity 2

Collaborative Planning session with school based Coaches, Instructional Staff (grades 3-5), and Admin team. Reading Coach and Math Resource Teacher 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.

Facilitator

Gabriella Achach, Math Resource

Participants

Instructional Staff (grades 3-5)

Schedule

Quarterly, from 9/1/2014 to 9/30/2014

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

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

PD Opportunity 1

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

Facilitator

Dr. Friedman (CRT), Mrs. Harp (Reading Coach), Mrs. Achach(Math Resource)

Participants

Instructional Staff

Schedule

Biweekly, from 11/3/2014 to 12/12/2014

G2. Student achievement will increase with the implementation of the MTSS process .

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

G2.B1.S2 Assisting teachers with creating rigorous learning centers targeting students identified in Tier 2 and Tier 3 and enrichment students. Professional development and side-by-side coaching and modeling will be provided to all teachers incorporating data to drive differentiated centers. Coaches will provide samples of center activities that are differentiated based on the needs of the students.

PD Opportunity 1

Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students. Teachers will visit the classrooms of colleagues who have implemented rigorous centers effectively to view how effective centers are run.

Facilitator

Instructional coaches

Participants

Instructional staff

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

G2.B2 Inconsistent progress monitoring.

G2.B2.S1 Teachers will use district provided common assessment probes to alleviate inconsistencies with progress monitoring.

PD Opportunity 1

MTSS Coach will provide probes to all instructional staff and monitor results

Facilitator

Liana Hulcher

Participants

Instructional Staff

Schedule

Monthly, from 8/27/2014 to 5/29/2015