

Orange Center Elementary



2014-15 School Improvement Plan

Orange Center Elementary

621 S TEXAS AVE, Orlando, FL 32805

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	100%

Alternative/ESE Center	Charter School	Minority
No	No	100%

School Grades History

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

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 producers 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

Orange Center Elementary faculty and staff nurtures academic relationships with students that provide foundations to build knowledge and understanding of the different cultures that are served. Parent workshops, parent conferences, and periodic communication with our parents allows faculty and staff to support the students, thereby building relationships. Professional development provided via resources from the Title 1 department help faculty and staff learn ways to provide academic support that is sensitive to the needs of our clientele and help foster relationships that lead to the students experiencing academic success.

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

Orange Center Elementary follows district policies regarding day to day functions. A SAFE Plan is created to facilitate organized and timely responses to natural and man-made disasters. A school-wide behavior management system, CHAMPs, is in place to ensure that all areas of the campus are safe and orderly. Duty schedules have been created to ensure adult supervision is in place and the supervision of duties is monitored by the administrative team. Parents and students play a role in keeping the school environment safe. The students review the Student Code of Conduct and parents are responsible for reviewing it with their child and returning a signed copy of the code of conduct, verifying they understand and have spoken to their child about behavior expectations.

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

Orange Center Elementary is governed by two behavior management systems. The school district has provided the Code of Conduct which is reviewed with every new student each nine weeks. The second system is the CHAMPs behavior management system. This system is school-wide and gives clear expectations for how students will conduct themselves any place on campus. An additional behavior management plan that provides extrinsic motivation is the Tiger Dollar. Students can earn Tiger Dollars by showing Tiger Pride. Students earning a certain amount of Tiger Dollars become eligible to shop in the Tiger Dollar Store.

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

Orange Center students identified as needing social-emotional support are referred to the school counselor. After the counselor works with the student it is determined whether the student needs ongoing counseling and is set up in group counseling sessions for a minimum of one day per week. Students that need additional resources are referred to the school social worker. Additional social and emotional support for students is provided through the MTSS process. In-school resources that support the development of social and emotional needs are after school clubs, such as cooking, chess and drama.

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

Orange Center Elementary understands the correlation between student contact time and increased student achievement. The goal is to continue to decrease the number of lost instructional days for students during the 2014-2015 school year due to attendance and suspension. For those students not meeting the measure of acceptable attendance, conferences (Child Study Team Meetings) are held with the parent. If the situation is not rectified, attendance meetings may include truancy officials and even judicial personnel. The following are resources and strategies that serve as the early warning interventions for student attendance:

- Parent conferences
- Social worker referrals
- Multi-Tiered System of Support (MTSS)
- Parent workshops

Students who are failing in ELA or Math, are given opportunities to attend before and/or after school tutoring. Students who scored a level 1 in math or ELA, are also targeted for tutoring. These students also receive an additional 30 minutes of small group, tier 2 instruction during the school day. Differentiated instruction is provided in reading and math, in all classrooms.

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	6	2	4	1	2	5	20
One or more suspensions	4	1	0	2	0	2	9
Course failure in ELA or Math	0	0	8	1	3	3	15
Level 1 on statewide assessment	0	0	0	6	7	6	19

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

Indicator	Grade Level				Total
	K	2	3	5	
Students exhibiting two or more indicators	3	2	2	1	8

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

- Intervention strategies used at Orange Center Elementary include:
- attendance contracts with parents
 - before/after-school tutoring

- parent conferences (academic, attendance and behavior)
- Social Worker and School Psychologist referrals, as needed
- intervention and enrichment via small group instruction
- Reading and Math computer programs (Lexia, iReady, ST Math, Reading Plus)
- Summer Reading Camp

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/187248>.

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

Orange Center Elementary partners with the Orlando Breakfast Rotary Club, local churches, law offices and surrounding businesses to provide vital resources. The partners provide mentorship to our students and provide school supplies so that students are prepared to learn in the classroom environment. Many of these partners are visible at school nights and the students are able to attend and perform at their local businesses. Community and school stakeholders are able to clearly view the school-community relationship that provides students with needed benefits and resources.

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
Dowridgeutomudo, Lois	Other
Simmons, Melanie	Assistant Principal
Tondreau-Demosthenes, Natasha	Other
Smothers, Latonya	Instructional Coach
Issertell, Harriett	Instructional Coach
Williams, Courtney	Instructional Coach
Goodheimborjas@ocps.net, Goldie	Guidance Counselor
Talbert Irving, Margarete	Principal
Odom, Tawanda	Instructional Coach

Duties

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

Principal, Margarete Talbert-Irving and Assistant Principal, Melanie Simmons: Provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support implementation and communicate with parents regarding school-based MTSS Plans and activities.

Staffing Coordinator, Natasha Tondreau-Demosthenes: Assists in student data collection, ensures teachers are integrating tier 3 instruction and collaborates with general education teachers. Meets with parents, social worker, school psychologist, and teachers to conduct IEP team meetings and EPT meetings to assist in proper placement of students to enhance their learning.

AVID Coach, Tawanda Odom: Provides information about core instruction, participates in student data collection, delivers tier 1 instruction/intervention, collaborates with other staff to implement tier 2 interventions and coordinates the AVID elementary program that enhances student achievement through increasing students knowledge of career and college readiness.

Guidance Counselor, Goldie Goodheim-Borjas: Provides individual and group counseling to assist teachers in creating appropriate tiered learning for students. Ensures the socio-emotional needs of students are addressed to increase the likelihood that students are in attendance at school and engaged in the academics.

Instructional Coaches, Latonya Smothers, Courtney Williams and Harriet Issertell: Develop academic plans in reading, math and writing. Provide coaching and feedback to teachers to increase their pedagogical skill. Create professional development that is defined by the needs determined through observation of teaching and data pulled from assessments. Gather resources necessary for teachers to effectively deliver instruction.

Parent Liaison, Lois Dowridge-Utomudo: Works directly with parents and outside agencies to support the needs of parents so they are able to have a positive impact on their children's education.

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

Data meetings are held weekly and biweekly by the MTSS coach. They are dependent on the need(s) of the grade level to discuss assessments, pacing, and the support systems needed to implement quality data driven instruction in the primary and intermediate grades. The reading and math coaches support teachers

and peer support groups through PLCs to help to provide the necessary academic resources to impact student achievement. Support via after school tutoring is provided for all grades levels by classroom teachers and funded through the school budget.

The school will utilize Title I funds to provide instructional resource materials, support personnel, and the implementation of staff development. The school provides funds through Title I to pay for parents in the community to earn a GED. Title I funds also fund the VPK program. The school will use SAI funds to tutor identified students reading below level in grades 3-5.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Joyce Steinhardt	Teacher
Donna Darling	Teacher
Margarete Talbert-Irving	Principal
Gloria Anthony	Education Support Employee
Mary Phillips	Parent
Washington Shores Church	Business/Community
Cory Odom	Parent

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 implementation of last year's School Improvement Plan (SIP) resulted in Orange Center meeting the Annual Measurable Objectives in reading and math.

Development of this school improvement plan

The SAC helps to compile the information and review it among the members to allow for input and recommend activities to assist in increasing student achievement.

Preparation of the school's annual budget and plan

During the SAC meeting to complete the SIP a budget was outlined for the projected activities/goals that were planned for implementation during the 2014-15 school year.

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

\$500 was allocated to primary tutoring to assist students that were below grade level. \$500 was also allocated to accelerated reader to assist the school reading initiative.

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
Talbert Irving, Margarete	Principal
Simmons, Melanie	Assistant Principal
Dowridgeutomudo, Lois	Other
Goodheimborjas@ocps.net, Goldie	Guidance Counselor
Issertell, Harriett	Instructional Coach
Odom, Tawanda	Teacher, K-12
Smothers, Latonya	Instructional Coach
Tondreau-Demosthenes, Natasha	Teacher, ESE
Williams, Courtney	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The three major initiatives of the LLT this year is to implement the new Florida Standards in grades K-5, Implement i-Ready (math and reading) and support teachers in developing rigorous lesson plans in reading, math, science and writing to increase student achievement and close the achievement gap for all students. We will utilize centers in the primary and intermediate grade levels using additional support in the classroom. Small group instruction is based on data and centers are differentiated. The reading coach support teachers with the differentiation of the centers.

Literacy Night is provided to parents/student to promote reading strategies while encouraging reading at home.

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

All instructional personnel will have common planning time daily. Grade levels meet one day per week for PLCs, data meetings, and professional development. The PLC agenda may include various topics such as curriculum, instructional strategies, best practices, intervention and enrichment, collaboration, and other topics as needed. Teachers and grade level teams are recognized monthly for stellar work. During our Wednesday professional development teachers provide each other positive feedback through "Roars". Coaches provide weekly feedback for teachers doing positive actions and teachers are recognized during our weekly "90% club celebration". This celebration honors teachers that have shown improvement or have done an exceptional job in their classroom.

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

Teachers are hired and recruited based upon OCPS hiring protocol.

Teachers are placed on grade level teams and in PLCs to provide peer support and sharing of best practices.

Induction or Mentoring program for new or beginning teachers- Principal, Reading Coach

On-going professional development-Principal, Assistant Principal, Reading Coach, Math Coach

Network with district leaders and instructional support- Principal, Assistant Principal, Reading Coach, Math Coach

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

First year teachers are paired with the reading coach and teachers that can mentor them on their respective grade level. The reading coach is able to provide guidance and ensure that all requirements for first year teachers are met. They meet weekly to discuss any professional development needs for the new teacher program or concerns and how to build relationships with other teachers and administrators at the site. New teachers (mentors) are paired with a teacher with a similar student schedule and teacher schedule. They meet bimonthly to ensure they are learning the rules and procedures of the school. Mentor teachers check on the new teacher to ensure deadlines have been met and that the teacher understands what requirements need to be met.

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

Biweekly data meeting are held and each teacher reviews their individual student data in reading, math, writing and science. These data points are reviewed and intervention and enrichment plans are created. The MTSS process is implemented for those students that have been identified as needing additional support. Instruction is modified through small groups that offer differentiation based upon the standards that need to be addressed. Tiered intervention is also used within the small groups by way of ESE push-in or pull-out or one-to-one assistance as needed. ATS (Academic Tutoring Services) will begin in October.

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

The students will be instructed in core subjects of reading, math, writing, and science.

Strategy Rationale

Student data revealed that the student reading is below reading proficiency. Therefore an extended hour of reading has been implemented.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dowridgeutomudo, Lois, lois.dowridgeutomudo@ocps.net

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

Data will be collected in the form of a pre-test and post test. The students will also be progress monitored throughout the duration of the tutoring sessions to ensure the students' individual needs are being met. Teachers will disaggregate data based on formative assessments to make changes to groups and instructional materials.

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 school has a VPK program. Parents are encouraged to enroll their pre-kindergarten aged students in the program. Early childhood registration for Pre-k and kindergarten during early bird registration sessions are available.

PreSchool teachers will work with students throughout the year developing reading, social, and independence skills. At Orange Center Elementary all kindergarten students will be assessed once they enter school. Screening tools such as ECHOS/FLKRS, and FAIR PMRN will be used throughout the year to determine early readiness information, areas of need, and student growth.

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

AVID Elementary is embedded into our daily instruction and school culture. AVID is a college-readiness program that teaches students how to be organized teaches students the behaviors that will help to succeed in a rigorous academic environment. Teach-In, College Fair Nights, and Veterans Day are also events that provide exposure to the world of colleges and careers.

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

Instruction incorporates non-fictional text to teach students about community, world, and history to prepare students in the career and technical field.

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

STEM is offered through the special area rotation. Students are engaged in learning how the engineering design process can be used to facilitate their learning of the creation of projects that increase the students knowledge in the math and sciences. National Society for Black Engineers from the UCF campus, Progress Energy, and the Orlando Science Center partners with the school to increase awareness of science thereby creating an awareness of careers and college. Additionally, OCE has implemented a STEM garden and a American Heart Association Garden that will give real life lessons in math, reading and science.

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

Lessons and instructional practices will feature non-fictional text aimed at exposing students to information about the global economy, advancements in technology, science and math thus preparing them for possible careers in a technical field.

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.** Increase student achievement through the implementation of small groups using differentiated instruction.
- G2.** Increase student achievement by implementing and consistently monitoring the MTSS process school wide.

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. Increase student achievement through the implementation of small groups using differentiated instruction.

1a

G051290

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0
ELA/Reading Lowest 25% Gains	75.0
ELA/Reading Gains	83.0

Resources Available to Support the Goal 2

- School based instructional coaches
- supplemental curriculum
- tutors
- iReady
- Lexia
- Formative assessments
- Journeys curriculum
- I observation data

Targeted Barriers to Achieving the Goal 3

- Teachers limited understanding of how to connect the strategy to use after disaggregating data from formative and summative assessments and exit slips.

Plan to Monitor Progress Toward G1. 8

PLCs, Data Meetings, Leadership team meetings, Student achievement will increase across all subgroups as indicated in Performance Matters data and Florida State Standards Assessment data.

Person Responsible

Melanie Simmons

Schedule

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

Evidence of Completion

Student data/assessment reports, mini assessments, observations and feedback, Florida State Assessment

G2. Increase student achievement by implementing and consistently monitoring the MTSS process school wide.

1a

G051291

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0
AMO Math - All Students	59.0
ELA/Reading Lowest 25% Gains	75.0

Resources Available to Support the Goal 2

- MTSS District wide resource book
- I Ready
- Core reading and math
- Lexia and Reading Plus

Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge of differentiating instruction

Plan to Monitor Progress Toward G2. 8

Graphs, data from curriculum assessments, exit slip data, and lesson plans from whole group and small group instruction. Performance Matters data will be analyzed and instruction will be adjusted.

Person Responsible

Melanie Simmons

Schedule

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

Evidence of Completion

data sheets, graphs, MTSS meeting notes, data meeting agendas, Performance Matters data. I observation data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student achievement through the implementation of small groups using differentiated instruction. **1**

 G051290

G1.B1 Teachers limited understanding of how to connect the strategy to use after disaggregating data from formative and summative assessments and exit slips. **2**

 B128870

G1.B1.S1 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**

 S140985

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.

Person Responsible

Courtney Williams

Schedule

Biweekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Student data/assessment reports, classroom observations, exit slips after professional development.

Action Step 2 5

Side-by-side coaching for teachers who need additional support/coaching

Person Responsible

Courtney Williams

Schedule

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

Evidence of Completion

Coaching logs, student assessment data

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

PLC's, Data Meetings, MTSS meetings, differentiated center activities will be reviewed by grade level leadership team, lesson plans will be reviewed.

Person Responsible

Margarete Talbert Irving

Schedule

Weekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Student data/assessment reports, classroom observation and feedback

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

PLCs, Data Meetings, Leadership team meetings

Person Responsible

Margarete Talbert Irving

Schedule

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

Evidence of Completion

Student data/assessment reports, observations and feedback, I-Ready data, and Performance Matters data

G2. Increase student achievement by implementing and consistently monitoring the MTSS process school wide. 1

G051291

G2.B2 Teachers lack knowledge of differentiating instruction 2

B128873

G2.B2.S1 Teachers will have professional development to help them understand how to differentiate instruction. 4

S140988

Strategy Rationale

Lessons are not differentiated so that students that are on all levels of instruction are being reached.

Action Step 1 5

Teachers will receive professional development on the MTSS process as well as provide professional development for D.I. strategies for tier 1, tier 2, and tier 3 students.

Person Responsible

Goldie Goodheimborjas@ocps.net

Schedule

Monthly, from 8/20/2014 to 5/29/2015

Evidence of Completion

sign in sheets, materials used during PD, agenda, PLC and MTSS meeting notes

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

MTSS support teacher will do walk throughs and attend grade level meetings;

Person Responsible

Margarete Talbert Irving

Schedule

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

Evidence of Completion

PLC meeting notes, MTSS graphs and written observational data

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

Monthly MTSS meetings will be held, I observation feedback

Person Responsible

Margarete Talbert Irving

Schedule

Monthly, from 10/15/2014 to 5/29/2015

Evidence of Completion

MTSS data meeting notes, PLC notes, I observation data/feedback

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	Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.	Williams, Courtney	9/10/2014	Student data/assessment reports, classroom observations, exit slips after professional development.	5/29/2015 biweekly
G2.B2.S1.A1	Teachers will receive professional development on the MTSS process as well as provide professional development for D.I. strategies for tier 1, tier 2, and tier 3 students.	Goodheimborjas@ocps.net, Goldie	8/20/2014	sign in sheets, materials used during PD, agenda, PLC and MTSS meeting notes	5/29/2015 monthly
G1.B1.S1.A2	Side-by-side coaching for teachers who need additional support/coaching	Williams, Courtney	10/1/2014	Coaching logs, student assessment data	5/29/2015 weekly
G1.MA1	PLCs, Data Meetings, Leadership team meetings, Student achievement will increase across all subgroups as indicated in Performance Matters data and Florida State Standards Assessment data.	Simmons, Melanie	8/29/2014	Student data/assessment reports, mini assessments, observations and feedback, Florida State Assessment	5/29/2015 weekly
G1.B1.S1.MA1	PLCs, Data Meetings, Leadership team meetings	Talbert Irving, Margarete	8/29/2014	Student data/assessment reports, observations and feedback, I-Ready data, and Performance Matters data	5/29/2015 weekly
G1.B1.S1.MA1	PLC's, Data Meetings, MTSS meetings, differentiated center activities will be reviewed by grade level leadership team, lesson plans will be reviewed.	Talbert Irving, Margarete	9/10/2014	Student data/assessment reports, classroom observation and feedback	5/29/2015 weekly
G2.MA1	Graphs, data from curriculum assessments, exit slip data, and lesson plans from whole group and small group instruction. Performance Matters data will be analyzed and instruction will be adjusted.	Simmons, Melanie	8/29/2014	data sheets, graphs, MTSS meeting notes, data meeting agendas, Performance Matters data. I observation data	5/29/2015 monthly
G2.B2.S1.MA1	Monthly MTSS meetings will be held, I observation feedback	Talbert Irving, Margarete	10/15/2014	MTSS data meeting notes, PLC notes, I observation data/feedback	5/29/2015 monthly
G2.B2.S1.MA1	MTSS support teacher will do walk throughs and attend grade level meetings;	Talbert Irving, Margarete	10/1/2014	PLC meeting notes, MTSS graphs and written observational data	5/29/2015 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.

G1. Increase student achievement through the implementation of small groups using differentiated instruction.

G1.B1 Teachers limited understanding of how to connect the strategy to use after desaggregating data from formative and summative assessments and exit slips.

G1.B1.S1 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.

Facilitator

Courtney Williams

Participants

Pre-K through 5th grade teachers

Schedule

Biweekly, from 9/10/2014 to 5/29/2015

G2. Increase student achievement by implementing and consistently monitoring the MTSS process school wide.

G2.B2 Teachers lack knowledge of differentiating instruction

G2.B2.S1 Teachers will have professional development to help them understand how to differentiate instruction.

PD Opportunity 1

Teachers will receive professional development on the MTSS process as well as provide professional development for D.I. strategies for tier 1, tier 2, and tier 3 students.

Facilitator

Goldie Goodheim Borjas

Participants

Teachers and coaches

Schedule

Monthly, from 8/20/2014 to 5/29/2015