

Orange County Public Schools

Apopka Elementary



2018-19 Schoolwide Improvement Plan

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Apopka Elementary

311 VICK RD, Apopka, FL 32712

<https://apopkaes.ocps.net/>

School Demographics

School Type and Grades Served
 (per MSID File)

Elementary School
 PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
 (as reported on Survey 3)

92%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

79%

School Grades History

Year
Grade

2017-18
 B

2016-17
 B

2015-16
 C

2014-15
 B*

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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. 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: School Information

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 Leadership Team

Membership

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

Name	Title
Miller, Lukeshia	Principal
Dyches, Carol	Instructional Coach
Ansine, Geraldine	Instructional Coach
Montgomery, James	Assistant Principal
Redel, Karen	Instructional Coach
Cedano, Sujeidy	Guidance Counselor
Padilla, John	Administrative Support

Duties

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

Principal / Assistant Principal: assumes responsibility and accountability for planning, developing and implementing with and through staff, programs, activities and functions designed to achieve school's goals and district priorities. Analyzes programs, activities and functions under his/her supervision to identify disparities between "what is" (current condition) and "what ought to be" (desired condition) and working with and through people to develop plans to eradicate the disparities as they relate to school goals and district priorities. Works with teachers and staff to identify problems and issues (disparities) for which they may need expertise and support services for their own training and development to effectively address the problems and issues (disparities). Supervises and evaluates designated teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities.

Academic Coaches (Reading Coach, Instructional Coach, MTSS Coach), Guidance Counselor, Staffing Specialist: implements a system of support utilizing the professional development standards protocol for classroom teachers to increase the rigor within their instruction and to help ensure standards alignment. Aligns professional performance to be consistent with School Improvement Plan and the District's Strategic Plan. Utilizes

research-based strategies to assist with planning lessons, analyzing student data, reflecting and problem-solving, and common assessments. Co-teaches and debriefs lessons while examining student learning through a gradual release of responsibility. Models effective instruction as defined by the elements of the teacher evaluation system. Stays current with research-based instructional best practices to improve achievement for all students with a focus to close the achievement gap. Provides differentiated, classroom-based coaching. Leads coaching conversations to review student performance and help teachers examine data and make instructional decisions utilizing the continuous improvement model. They also provide feedback on instructional strategies, CHAMPS classroom management expectations, and student engagement activities that are used within the classrooms. Our Guidance Counselor provides intervention support for the social/emotional needs of our scholars through morning greetings, check-in/check-out's of identified scholars, social skills, community based counseling resources through Sed-net, individual behavior plans, bully prevention, and school wide incentives and initiatives to promote character education. The Guidance Counselor collaborates with the MTSS coach to monitor the MTSS level of support to address social and emotional needs of students.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	17	11	16	15	9	17	0	0	0	0	0	0	0	85
One or more suspensions	0	1	1	0	4	7	0	0	0	0	0	0	0	13
Course failure in ELA or Math	8	4	9	2	12	8	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	33	36	27	0	0	0	0	0	0	0	96

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	5	2	3	8	13	10	0	0	0	0	0	0	0	41

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	9	0	0	0	0	0	0	0	0	0	9
Retained Students: Previous Year(s)	0	0	0	7	0	0	0	0	0	0	0	0	0	7

Date this data was collected

Monday 7/23/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	12	17	15	9	17	15	0	0	0	0	0	0	0	85
One or more suspensions	0	2	0	0	0	9	0	0	0	0	0	0	0	11
Course failure in ELA or Math	19	13	7	9	21	14	0	0	0	0	0	0	0	83
Level 1 on statewide assessment	0	0	0	30	35	54	0	0	0	0	0	0	0	119

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	7	6	3	9	19	23	0	0	0	0	0	0	0	67

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	12	17	15	9	17	15	0	0	0	0	0	0	0	85
One or more suspensions	0	2	0	0	0	9	0	0	0	0	0	0	0	11
Course failure in ELA or Math	19	13	7	9	21	14	0	0	0	0	0	0	0	83
Level 1 on statewide assessment	0	0	0	30	35	54	0	0	0	0	0	0	0	119

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	7	6	3	9	19	23	0	0	0	0	0	0	0	67

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest data component of Florida Standards Assessment for the 2017-2018 school year was the the lowest 25% of students for making math learning gains. The amount of lowest 25% of students who were able to make math learning gains was 34%. The state average for the amount of lowest 25% of students who were able to make math learning gains is 47%. This data component was a significant decline from the 2016-2017 school year which 67% of the lowest 25% of students made math learning gains. When compared to the 2015-2016 school year, 33% of the lowest 25% of students achieved math learning gains. An apparent trend of this data component is the inability to sustain a minimum of 50% of the lowest 25% of students for making math learning gains.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior school year was the lowest 25% of students achieving math learning gains. The data component of the lowest 25% of students for making math learning gains decreased by 33% from the 2016-2017 school year. In addition, students making math learning gains exhibited a decline of 21% in comparison of prior school years.

Which data component had the biggest gap when compared to the state average?

The data component with the biggest gap when compared to the state average is the lowest 25% of students obtaining math learning gains. The differential in the school and state averages of the lowest 25% of students for obtaining math learning gains is 13%.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement is the amount of students achieving proficiency status on FSA Science assessment. The amount of students who reached proficiency status for FSA Science assessment was 61%. In comparison to the 2016-2017 school year, 48% of students achieved proficiency status for FSA Science assessment. This is an improvement of 13% in comparison to the prior school year. During the 2015-2016 school year, 61% of the students reached proficiency status on FSA science assessment. A trend of high achievement followed by a substantial drop the following year is noticeable on the FSA Science assessment,

Describe the actions or changes that led to the improvement in this area.

Science inquiry lessons were implemented with fidelity in grades K-5. In addition, science labs were implemented on a weekly basis that assisted our scholars in receiving hands on activities. P-SELL curriculum was utilized within our classrooms to better assist our low expectancy students with comprehending science vocabulary and identifying key points of information that would be included on common assessments. In addition, a beneficial component that led to the improvement in the amount of students achieving proficiency on FSA Science assessments was the progress monitoring of Science PMA assessments. The Science PMA assessments assisted in identifying the performance of of our school's sub-group populations. The data acquired from the Science PMA assessments assisted our teachers for providing reteach and intervention support for students who were unable to earn mastery of a science standard. In addition, after school robotics and science clubs provided extended learning opportunities for our top 25% of students. These actions and changes to the level of

instruction by teachers assisted our school in making improvement in the amount of students reaching proficiency status on Science FSA assessment.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	58%	56%	56%	47%	53%	52%
ELA Learning Gains	57%	55%	55%	41%	52%	52%
ELA Lowest 25th Percentile	51%	48%	48%	33%	42%	46%
Math Achievement	67%	63%	62%	52%	56%	58%
Math Learning Gains	52%	57%	59%	49%	54%	58%
Math Lowest 25th Percentile	34%	46%	47%	33%	41%	46%
Science Achievement	61%	55%	55%	61%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17 (12)	11 (17)	16 (15)	15 (9)	9 (17)	17 (15)	85 (85)
One or more suspensions	0 (0)	1 (2)	1 (0)	0 (0)	4 (0)	7 (9)	13 (11)
Course failure in ELA or Math	8 (19)	4 (13)	9 (7)	2 (9)	12 (21)	8 (14)	43 (83)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	33 (30)	36 (35)	27 (54)	96 (119)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	60%	55%	5%	57%	3%
	2017	52%	57%	-5%	58%	-6%
Same Grade Comparison		8%				
Cohort Comparison						
04	2018	52%	54%	-2%	56%	-4%
	2017	56%	57%	-1%	56%	0%
Same Grade Comparison		-4%				
Cohort Comparison		0%				
05	2018	58%	55%	3%	55%	3%
	2017	49%	51%	-2%	53%	-4%
Same Grade Comparison		9%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	65%	61%	4%	62%	3%
	2017	77%	63%	14%	62%	15%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	67%	62%	5%	62%	5%
	2017	66%	64%	2%	64%	2%
Same Grade Comparison		1%				
Cohort Comparison		-10%				
05	2018	66%	59%	7%	61%	5%
	2017	54%	56%	-2%	57%	-3%
Same Grade Comparison		12%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	62%	53%	9%	55%	7%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	22	17	38	26	15	10				
ELL	39	57	59	59	43	29	22				
ASN	70			90							
BLK	57	54	47	61	52	36	55				
HSP	53	59	52	63	50	30	50				
MUL	58			83							
WHT	68	62		76	54		88				
FRL	52	55	49	62	50	35	50				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	19	25	28	38	33					
ELL	21	42	37	59	67	65	17				
BLK	52	60	50	55	76	65	35				
HSP	45	60	47	69	71	69	40				
MUL	64			73							
WHT	69	53	30	75	75		69				
FRL	46	56	46	61	71	66	39				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Math Lowest 25 percentile

Rationale

The highest priority need that is the focus based on data components from Florida Standards Assessment is math learning gains of the lowest 25 percentile. 34% of students achieved math learning gains from the lowest 25 percentile on 2017-2018 FSA assessments. In comparison to the 2016-2017 school year, where 67% of students achieved math learning gains from the lowest 25 percentile. This is a decrease of 33% in the amount of students from the lowest 25 percentile achieving math learning gains.

Intended Outcome

The intended outcome is to increase the percentage of students identified in the lowest 25% subgroup with achieving math learning gains. The percentage of identified students from the lowest 25% subgroup with achieving math learning gains will increase to 60% for the 2018-2019 school year. This will indicate a percentage of 26 point increase from the 2017-2018 school year.

Point Person

Lukeshia Miller (lukeshia.miller@ocps.net)

Action Step

Action Steps that will increase the percentage of students from the lowest 25% achieving math learning gains will include professional development with teachers on increasing the level of student engagement within their classrooms. Apopka Elementary will send its leadership team to Ron Clark Academy for a teacher conference to identify strategies that will enhance the culture within the school to motivate students to learn through student engagement. The leadership team will present the recommended strategies learned from the RCA conference with its staff members in August 2018. The focus on building relationships with the lowest 25% of students will assist teachers with monitoring their academic progress, elevate students' self esteem, and provide appropriate level of intervention support for their academic needs. Action Step will be monitored by school administration, Lukeshia Miller and James Montgomery.

Description

In addition, before school, after school, and Saturday school tutoring will be available for the identified students of 25th percentile. Our school's instructional coach will participate in weekly common planning with Math PLC teams to collaborate with teachers in deconstructing grade level math standards to provide appropriate level of instruction that support the academic needs of the lowest 25th percentile of students during whole and small group instruction. Action Step will be monitored by Academic Coach's Carol Dyches and Geraldine Ansine.

Our school's instructional and academic coach's will be included during intervention block of instruction for 4th and 5th grade students to provide remedial math instruction for an identified group of students. The identified students will receive intervention support through MTSS tiered level of instruction. Intervention groups will be based on common assessment data, I-ready diagnostic assessments, and review of student sub-group populations. Action Step will be monitored by Instructional Coach Geraldine Ansine and MTSS Academic coach Karen Redel.

Students with disabilities and students who receive ELL services will be

closely monitored to ensure they are receiving services with fidelity. Student Support team teachers who serve SWD and ELL students will participate in weekly common planning with grade level PLC teams to guarantee the identified students are receiving appropriate level of instruction during whole and small group instruction. Action Step will be monitored by our school's staffing specialist, John Padilla.

Person Responsible Geraldine Ansine (geraldine.ansine@ocps.net)

Plan to Monitor Effectiveness

The plan for monitoring the effectiveness of the identified action steps will be reviewed at bi-weekly data meetings with school administration and grade level teams. The academic performance of the lowest 25th percentile of students will be monitored from common assessments, Math i-Ready usage rates, Math i-Ready lesson passing rates, small group lesson plans, intervention block lesson plans, and targeted feedback from classroom walk through's conducted by school administration and academic coaches. A mid year reflection will be conducted at the completion of i-Ready winter Math Diagnostic assessment to determine if changes to the identified action steps are warranted for the lowest 25th percentile of students.

Description

Our school's guidance counselor will be available to support the social emotional needs of our students from lowest 25th percentile who require counseling support and provide intervention strategies for classroom teachers to implement within the classroom setting.

The level of student engagement will be monitored from the targeted feedback of classroom walk through's to justify the motivation and level of enthusiasm towards learning by the lowest 25th percentile of students. The monitoring of the plan for effectiveness will guide the lowest 25th percentile of students to reach our school's intended outcomes on the 2018-2019 FSA math assessment.

Person Responsible James Montgomery (james.montgomery@ocps.net)

Activity #2

Title Math Learning Gains

Rationale

A priority need that is the focus based on data components from Florida Standards Assessment is math learning gains. 52% of students achieved math learning gains on 2017-2018 FSA assessments. In comparison to the 2016-2017 school year, 73% of students achieved math learning gains. This is a decrease of 21% in the amount of students who achieved math learning gains.

Intended Outcome

The intended outcome is to increase the percentage of students to achieve math learning gains. The percentage students to achieve math learning gains will increase to 70% for the 2018-2019 school year. This will indicate a percentage of a 18 point increase from the 2017-2018 school year.

Point Person

Lukeshia Miller (lukeshia.miller@ocps.net)

Action Step

Action Steps that will increase the amount of students achieving math learning gains will include professional development with teachers on increasing the level of student engagement within their classrooms. Apopka Elementary will send its leadership team to Ron Clark Academy for a teacher conference to identify strategies that will enhance the culture within the school and to motivate students to learn through student engagement. The leadership team will present the student engagement strategies learned from the RCA conference with its staff members in August 2018. The focus on building relationships with students will assist teachers with monitoring their academic progress, elevate students' self esteem, and enhance the level of instruction to support the academic needs of students. Action Step will be monitored by school administration Lukeshia Miller and James Montgomery

Description

Teachers will participate in math solutions training to implement strategies that increase math discourse and reasoning. Our school's instructional and academic coach's will participate in weekly common planning with Math PLC teams to collaborate with teachers in deconstructing grade level math standards and plan for the implementation of math discourse and reasoning with students. PLC teams will identify students' deficits of content areas on the 2017-2018 FSA math assessment to assist in enhancing the level of instruction for whole and small group instruction. Action Step will be monitored by instructional and academic coach's Geraldine Ansine and Carol Dyches.

Enrichment opportunities will be made available for the top 25% of students to support their opportunities for achieving learning gains, as well. Students will be ability grouped for interventions and small group instruction within the math block. After school robotics club and Math Olympiad will be offered for interested students to apply math strategies in real world scenarios. Action Step will be monitored by academic and instructional coach's, Carol Dyches and Geraldine Ansine.

Person Responsible

Geraldine Ansine (geraldine.ansine@ocps.net)

Plan to Monitor Effectiveness

Description	<p>The plan for monitoring the effectiveness of the identified action steps will be reviewed at bi-weekly data meetings with school administration and grade level teams. The academic performance of third, fourth, and fifth grade students will be monitored from common assessments, math i-ready usage rates, math i-ready lesson passing rates, small group lesson plans, intervention block lesson plans, and targeted feedback from classroom walk through's conducted by school administration and academic coach's. A mid year reflection will be conducted at the completion of I-Ready winter math diagnostic assessment to determine if changes to the identified action steps are warranted for third, fourth, and fifth grade students. Our school's academic coach's will review their targeted feedback responses on classroom observations with school administration to identify if teachers are implementing the recommended action steps and are active participants within the coaching cycle. The monitoring of the plan for effectiveness will guide our third, fourth, and fifth grade students to reach our school's intended outcomes on the 2018-2019 FSA math assessment</p>
Person Responsible	James Montgomery (james.montgomery@ocps.net)

Activity #3

Title ELA Learning Gains

Rationale

A priority need that is the focus based on data components from Florida Standards Assessment is ELA learning gains. 57% of students achieved ELA learning gains on 2017-2018 FSA assessments. In comparison to the 2016-2017 school year, where 60% of students achieved ELA learning gains. This is a decrease of 3% in the amount of students who achieved ELA learning gains.

Intended Outcome

The intended outcome is to increase the percentage of students to achieve ELA learning gains. The percentage students to achieve ELA learning gains will increase to 65% for the 2018-2019 school year. This will indicate a percentage of an 8 point increase from the 2017-2018 school year.

Point Person

Lukeshia Miller (lukeshia.miller@ocps.net)

Action Step

Action Steps that will increase the number of students achieving ELA learning gains will include professional development for teachers with DPLC team members on the implementation of close reading strategies, implementation of complex texts, and the development of text-dependent questions. Students will use complex texts to respond to text-dependent questions and participate in enriched discussions that are aligned to the critical content of the lesson. Academic notebooks will be used by students for writing to respond to text-dependent questions, include vocabulary that are aligned from Curriculum Resource Material (CRM's), student scales, and evidence of progress towards mastery. Action Steps will be monitored by School Administration and Academic Coach's, Lukeshia Miller, James Montgomery, Karen Redel, and Carol Dyches.

Description

Our school's academic coaches and school administration will provide targeted feedback from classroom observations that provide actionable improvements and recommendations on the implementation of DPLC close read strategies. Teachers will be identified for tiered level of support based on the feedback and recommendations from classroom observations. The higher leveled tiered teachers will participate in the coaching cycle of support with academic coach's. The identified teachers will receive mentoring support, peer observations, instructional modeling, and assistance with common planning for whole and small group instruction. Action steps will be monitored by Lukeshia Miller, James Montgomery, Carol Dyches, and Karen Redel.

Phonics for Reading will be a curriculum resource for teachers to implement during intervention block of instruction. Students will have the opportunity to participate in before school, after school, and Saturday school tutoring to receive additional literacy instruction. Action Step will be monitored by Academic Coach's, Carol Dyches and Karen Redel.

Enrichment opportunities will be made available for the top 25% of students to support their opportunities for achieving learning gains, as well. Students will be ability grouped for interventions and small group instruction within the ELA block. Students will have access to participate in Accelerated Reader and Battle of the Books club for extended learning opportunities. Action step will

be monitored by Academic Coach's Karen Redel and Carol Dyches.

I-Ready will be an instructional tool for teachers to use with their students to monitor their literacy skills.

Students will be monitored by the school leadership team for I-Ready usage and lesson passing rates on a weekly basis. Standards Mastery lessons will be offered for students who are performing at or above grade level on i-ready diagnostic assessments. Progress growth monitoring will be offered for students performing below grade level on i-ready diagnostic assessments. In addition, teachers will utilize the I-Ready toolkit for the implementation of instructional lessons during whole and small group instruction. Action steps will be monitored by the school leadership team, Lukeshia Miller, James Montgomery, Carol Dyches, Karen Redel, John Padilla, Geraldine Ansine, Pamela Aho, and Sujeidy Cedano.

Person Responsible Carol Dyches (carol.dyches@ocps.net)

Plan to Monitor Effectiveness

Description

The plan for monitoring the effectiveness of the identified action steps will be reviewed at bi-weekly data meetings with school administration and grade level teams. The academic performance of third, fourth, and fifth grade students will be monitored from common assessments, ELA i-ready usage rates, ELA i-ready lesson passing rates, small group lesson plans, intervention block lesson plans, and targeted feedback from classroom walk through's conducted by school administration and academic coach's. Students will receive writing prompts quarterly to assist teachers with assessing literacy skills and pinpointing instruction. A mid year reflection will be conducted at the completion of I-Ready winter ELA diagnostic assessment to determine if changes to the identified action steps are warranted for third, fourth, and fifth grade students. Our school's academic coach's will review their targeted feedback responses on classroom observations with school administration to identify if teachers are implementing recommended action steps and are active participants within the coaching cycle, The monitoring of the plan for effectiveness will guide our third, fourth, and fifth grade students to reach our school's intended outcomes on the 2018-2019 FSA ELA assessment

Person Responsible James Montgomery (james.montgomery@ocps.net)

Activity #4

Title Culturally Responsive School Plan

Rationale

Priority needs from our school's Early Warning Indicators are students whose attendance rates are below 90% and students who received one or more suspensions from school. 2017-2018 Early Warning Indicators specified that 85 students had attendance rates below 90%. In addition, 13 students received one or more suspensions from school.

Intended Outcome

The intended outcome is to decrease the percentage of students whose attendance rates are below 90% and to decrease the amount of students who received one or more suspensions from school. The percentage of students whose daily attendance rates are below 90% will decrease to 65%. In addition, the amount of students who received one or more suspensions from school will decrease to 6 students. The expectation is staff members at Apopka Elementary will become more culturally responsive to minority subgroup populations of students and adults.

Point Person

James Montgomery (james.montgomery@ocps.net)

Action Step

Apopka Elementary will send its leadership team to the Ron Clark Academy for a teacher conference to identify strategies that will enhance the culture within the school to motivate students to learn through student engagement. The leadership team will present the recommended strategies learned from the RCA conference with its staff members in August 2018. The focus of the professional development will be implementing how being part of a 'house' within a school. Students will be assigned to a house across grade levels and participate in monthly rallies. Monthly meetings will occur with identified houses that focus on peer mentoring, character education, and social/emotional development. Action steps will be monitored by school administration Lukeshia Miller and James Montgomery.

Description

At-risk minority students will participate in social skills counseling with our school's guidance counselor. Students will be exposed to mentoring, school service projects, character education, and incentive recognition. Community-based counseling agencies will be available for students through OCPS Sed-net services. Action steps will be monitored by our school guidance counselor Sujeidy Cedano

Leadership opportunities will be implemented for at-risk minority students through the 'house' within a school program. Minority students will be active participants at monthly rallies through dance team performances, cheering performances, and character recognition activities. In addition, the identified students will be assigned as a mentor to primary grade students through the 'house' within a school program. Action Step will be monitored by school administration Lukeshia Miller and James Montgomery.

Truancy reports will be monitored weekly by our school's social worker, parental engagement liaison, and attendance clerk. Students who exhibit a pattern of excessive unexcused absences will participate in attendance child study meetings with their families. Interventions will be developed to ensure students will attend school on a regular basis. Teachers will improve their

communication with families by making telephone contact to parents whose children are exhibiting a truancy pattern at school. Our school's parental engagement liaison will assist with facilitating home visits to build relationships between school faculty and parents. Action steps will be monitored by our school's guidance counselor, Sujeidy Cedano and school administrator James Montgomery.

Person Responsible Sujeidy Cedano (sujeidy.cedano@ocps.net)

Plan to Monitor Effectiveness

Description The plan for monitoring the effectiveness of the identified action steps will be reviewed at bi-weekly data school administrative team meetings. Administrative team members will analyze at-risk minority students response to the 'house' within a school program and the level of student engagement that is exhibited within the classrooms. Our school's academic coach's will review their targeted feedback responses on classroom observations with school administration to identify if teachers are actively engaging the identified minority students with their classroom lessons. A mid year reflection will be conducted in January 2019 with school administrative team and grade level PLC teams to review the Early Warning Signs Indicators. Based on the findings of the Early Warning Signs Indicators of January 2019, adjustments to the action steps will be implemented to target our minority students who are not meeting the intended outcomes of our Culturally Responsive School plan. Upon completion of our school's Culturally Responsive plan, it is expected that the adults and students of our school will be more competence of the culture within each house for the adults and students at Apopka Elementary. Based on the increase levels of cultural competence, Apopka Elementary will show a decrease in the percentage of students who exhibit below a 90% attendance rate and the amount of students who receive out of school suspensions.

Person Responsible James Montgomery (james.montgomery@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Apopka Elementary ensures that a Parental Engagement Liaison will be a point of contact and reference for our families. The Parental Engagement Liaison promotes character education with our students and families through home visits, student recognition incentives, before school clubs, school wide events, and parental workshops. Extended Media night hours will be an opportunity for families to bring their children to check out books and families to attend parental workshops. Our Parental Engagement Liaison will present quarterly modules to the

faculty of Apopka Elementary to keep them informed of the services that are being offered to the students and families of our school. Based on the review of the needs assessment of our school, our school's Parental Engagement Liaison will be an integral team member to assist in lowering the amount of students who receive less than 90% of attendance rate to school. A Parental Engagement resource room will be made available to support our families with available resources within the community to assist with providing house & living support, educational support, and referral for counseling support. The partnership with the resources that are being provided with our school's Parental Engagement Liaison and the collaboration with community support from the HOPE Community center will assist in building capacity between the faculty of Apopka Elementary and its families.

PFEP Link

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

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.

At Apopka Elementary we provide student-centered instruction in every classroom. Additionally we provide, small group work, class discussions, peer tutoring, and cooperative learning activities in order to help enhance social relationships and school connections. Cooperative learning activities that include small groups are also part of our instructional program to help support the educational and psycho-social needs of our at-risk students. Individual/small group counseling provided by outside agencies and positive reinforcement activities are provided for students who exhibit a need for social skills support, to enhance self-esteem, and to improve academics/behavior. Apopka Elementary offers services from a Guidance Counselor who closely monitors behavior and discipline data, as well as supporting teacher with classroom management interventions. Apopka Elementary offers student support services which students who struggle with social/emotional skills can receive mentoring services through Sed-Net counseling, daily check-in's and check's outs with identified faculty members, bully prevention, and social skill intervention groups.

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

Apopka Elementary School seeks the input from all area preschool programs. It is our hope that through open lines of communication we can receive academic/behavioral student information from the programs, while keeping our families abreast of our summer kindergarten orientation. Individual tours are also given to interested families throughout the year to assist in the transition to kindergarten.

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.

Principal/Assistant Principal: provides a common vision for the use of data-based decision-making, ensures that MTSS, PLC, and data is at the core of the grade level, ensures that the school-based team is implementing MTSS, 504s, IEPs, and Marzano's instructional practices

consistently across grade levels and school, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS, ESE, and ELL implementation, and communicates with parents regarding school-based MTSS plans and activities.

MTSS Coach: coordinates the MTSS process with all team members, is the liaison between the school and the parents, coordinates the Tier i, Tier ii, and Tier iii implementation, and assists the teacher in successful intervention implementation.

General Education Teachers: provide information about core instruction and students' unique deficiencies, participates in student data collection, delivers Tier i instruction/intervention, collaborates with other staff to implement Tier ii interventions, integrates Tier i materials/instruction with Tier ii/iii activities, and provides ongoing documentation of all MTSS, Marzano, IEPs, and 504 implementation and the subsequent results.

Exceptional Student Education (ESE) Resource Teachers: participates in student data collection, integrates core instructional activities/materials into Tier iii instruction, provides strategies to/for the general education teachers, and collaborates with general education teachers to assist them in meeting the individual needs of the students.

Reading Coach and Resource Teachers: provides guidance on district/school K-12 learning and literacy plan, facilitates and supports data collection activities, assists in data analysis, helps provides professional development and technical assistance to teachers regarding data-based instructional planning, and provides support to our lower level readers.

Instructional Coaches: coordinates grade level assessments, breaks down data and assists teachers with understanding the data, assists teachers in understanding/implementing effective data-based decisions, and provides insight to the MTSS administration team regarding individual students/classes data.

ESOL Compliance Teacher: provides guidance on ELL, ESOL, and SIOP; facilitates, supports data collection, planning, analyzes data for our ELL students. Helps provide professional development.

Guidance Counselor: monitors and analyzes discipline/behavior data, monitors attendance data, and plans accordingly, provides support to teachers with classroom management and social/emotional skills, provides character education and coordinates incentive programs, works closely with MTSS Coach developing behavior plans for scholars.

Instructional "Math/Science" Coach: provides guidance on district/school Math/Science plans, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based and standards-based instructional planning, and supports our lower level scholars with STEAM activities.

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

Apopka Elementary seeks to promote college and career readiness with our scholars. It is the expectation that faculty members of Apopka Elementary develop a common language with students as referring them as, "Scholars". It is the expectation that the scholars of Apopka Elementary will be exposed to the resources that are available to them when

seeking to fulfill their education requirements. These resources will consist of field trips to area Orange County Tech school centers, State Colleges, and Local Universities. These opportunities will assist our scholars in making college and career goals.

Part V: Budget

Total:	\$76,000.00
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