Apopka Elementary

2016-17 Schoolwide Improvement Plan

Apopka Elementary

311 VICK RD, Apopka, FL 32712

https://apopkaes.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	C	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

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 a monitoring status of "Former F" (see page 4). 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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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

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Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Apopka Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - Diane Leinenbach	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Apopka Elementary is fully committed in building teacher-student relationships by providing an approachable and inviting learning environment for our students. We develop positive relationships in the classrooms by establishing good communication and respect in every classroom.
Teachers are expected to continuously monitor students in order for him/her to be aware of any difficulties student is having. Teacher-parent communication is also important in order to understand students' strengths and weaknesses and point out any learning or communication difficulties. Appropriate and helpful feedback is also provided in order to build confidence in every student.
Our school appreciates and accommodates the diversity among the students' cultures by enthusiastically acknowledging both individual and cultural differences in a positive manner. We also use a variety of instructional strategies and learning activities which provide the students opportunities to engage in ways that are responsive to their own learning style. When creating our learning objectives and instructional activities we facilitate comparable learning opportunities for students with different cultures and language skills.

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

Apopka Elementary is highly committed to providing a safe environment, where every student feels safe both physically and psychologically. Every adult in our school uses appropriate and natural voice tone while talking with the students in all circumstances along with non-threatening body language. Adults are expected to respect each student's privacy and to be discreet when discussing personal matters. Praise, both verbal and physical are used on a daily basis. Teachers are accessible to students before, during, and after school hours. In the classrooms, teachers provide an atmosphere of nurturing during times when emotional support for the group/individual is needed; providing opportunities for the students to feel secure.
At Apopka Elementary every student is treated with respect and is provided the recognition, support, acceptance, empathy, trust, and confidentiality they deserve.

c. 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.

At Apopka Elementary we use the CHAMPS Behavioral System. The overall goal of the CHAMPS classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. More particularly, the teacher's goal is to teach students directly how to be successful in specific situations. We use our "Dolphin Guidelines for Success" to demonstrate, teach, and model our basic tenets for appropriate and expected behaviors throughout the school. School-wide rules and expectations are posted in every school area and students have a clear understanding of these expectations. These rules and expectations are reviewed with students during the first week of every quarter, as well as Student Code of Conduct.

We also have a Positive Reinforcement Program where students are rewarded with "Class Dojo" points whenever they follow rules and expectations. Students are able to participate of monthly incentive celebrations and also buy prizes using their Dojo points from their classroom store.

Apopka Elementary provides MTSS Behavior Plans to students that are struggling with behavior. These students are monitored closely and are provided with an individual plan to reinforce and improve positive behavior in the classroom.

Our goal is to create an environment where students are responsive, orderly, engaged, and motivated.

d. 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 at-risk students.

Individual/small group counseling provided by outside agencies and positive reinforcement activities are provided for students who exhibit need for social skills support, to enhance self-esteem, and to improve academics/behavior.

This year, Apopka Elementary counts with a Behavior Intervention Coach that will be closely monitoring behavior and discipline data, as well as supporting teacher with classroom management interventions.

Apopka Elementary now has the "Dolphin Buddy Program". Every instructional staff and classified personnel will be working closely with scholars that struggle with social/ emotional skills. Adults will serve as mentors and will ensure that scholars have a successful school year.

3. 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).

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

Apopka Elementary will act in a proactive manner to identify early warning signs and address them diligently in order to act to highlight possible barriers to students' academic and behavior performance.

To address the early warning signs of attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, Apopka Elementary will send letters home to remind parents of attendance expectations and teachers will call parents to express any concerns regarding attendance. Parents will have opportunities to meet with teachers, and/or social worker. Also, the district's social worker will conduct home visits based on truancy reports. Apopka will offer positive reinforcement, recognition, and incentives to motivate students to attend school on a daily basis.

To address the early warning sign of one or more suspensions, whether in school or out of school, Apopka Elementary will conduct conferences with students, teachers, and parents/guardians to discuss possible ways of supporting the child to improve behavior. We will also develop a plan of action using CHAMPS and school wide discipline system, provide students with an alternate learning environment when presenting signs of behavioral issues in their classroom, and provide character education throughout the school year.

Whenever an early warning sign of course failure in English Language Arts or Mathematics is identified we will
contact the family prior to mid-point progress report and end of quarter report card if student is struggling, update Progress Book on a weekly basis for parents to have access to their child's progress, and school-wide expectations on grading policies will be discussed with families and followed by teachers.

Students with a level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics will be placed in a small group intervention based on data. This group will meet 150 minutes a week. Tutoring Services (ATS) will be offered Monday and Tuesdays from 3:15-4:45 pm in the subjects of reading and math. Enrichment clubs will be provided twice a month for every student. Teachers will be expected to differentiate instruction throughout the day to meet the needs of these learners. With parent permission students will receive additional reading support during the school day at special area time.

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

1. 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	15	23	7	10	12	9	0	0	0	0	0	0	0	76
One or more suspensions	4	1	0	5	16	4	0	0	0	0	0	0	0	30
Course failure in ELA or Math	40	41	41	67	61	46	0	0	0	0	0	0	0	296
Level 1 on statewide assessment	0	0	0	47	57	31	0	0	0	0	0	0	0	135

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	10	10	5	46	51	28	0	0	0	0	0	0	0	150

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

- Interventions used in the school for reading include iReady lessons, iReady computer-based instruction and Leveled Literacy Instruction
- iReady workbook materials will be used for interventions
-iReady toolkit and computer used for tutoring
-Math interventions will include instruction in small groups using Do The Math, Number Talks, and Hands-On Math, iReady Math computer program
-Morning and afternoon Reading, Math, Writing, and Science tutoring
-ELL tutoring using Imagine Learning (students less than 2 years)
-Second grade after school (ELL) tutoring

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/306696.

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

2. 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.

Apopka Elementary ensures that a common vision is shared among all partners by hosting an Open House End of the Year Recognition Luncheon for all business partners. At that time we share data for academics, parental involvement, and community engagement. We also share and brainstorm opportunities to engage stakeholders which results in building a yearly PIE schedule, and encourage open dialogues about challenges and solutions. Weekly electronic newsletter gets sent to partners in education.

C. 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).

1. School Leadership Team

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

Name	Title
Miller, Lukeshia	Principal
Vazquez Santiago, Aleli	Assistant Principal
Dyches, Carol	Instructional Coach
Ansine, Geraldine	Instructional Coach

b. Duties

1. 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, Math Coach, MTSS Coach), Compliance Teacher, 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 Plans 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 used in the classrooms.

2. 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, SIOP, 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, SIOP, 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 (such as administering DRAs and training teachers on how to administer assessments), assists in data analysis, helps provides professional development and technical assistance to teachers regarding data-based instructional planning, supports the implementation of LLI. Reading resource teacher also 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

Behavior Interventions Coach: 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

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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
J. Rodriguez	Education Support Employee
L. Miller	Principal
D. Rowe	Teacher
J. Penney	Parent
J. Oliveira	Teacher
Angel Robinson	Parent
Dawn Hutching	Parent
Krissy Mack	Parent
Susanne Knapp	Teacher
Kim Maise	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

All SAC members discussed and analyzed the 2015-16 School Improvement Plan. Based on this analysis, the 2016-17 School Improvement Plan was prepared, in order to fulfill Apopka's Elementary goals for this school year.

b. Development of this school improvement plan

The involvement of SAC is to develop and review climate surveys from students, teachers, and parents of Apopka Elementary. The findings of the climate surveys assist in developing goals for the needs of the school. The SAC will review school grade data from the prior school year to assist in developing action plans for the current school year. Prior to the submission of the school improvement plan to the school district, the SAC will review the plan and conduct a vote by SAC members for acceptance of the plan for the current school year.

c. Preparation of the school's annual budget and plan

For the 2015-16 school year Apopka Elementary had $739.77 of school improvement funds that will be used for literacy enrichment for our students' needs.

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

Apopka Elementary School used $5,970.14 for technology. We are adding two laptops per classroom (grades 3-5); they will be used for math/literacy enrichment and interventions.

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

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Dyches, Carol	Instructional Coach
Vazquez Santiago, Aleli	Assistant Principal
Maise, Kimberly	Instructional Media
Miller, Lukeshia	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT this year will be to develop activities that will infuse literacy and increase vocabulary across the curriculum through media, technology, extended media, Accelerated Reader, book fairs, literacy nights and extra-curricular activities with emphasize literacy. These activities will be planned in conjunction with other school-wide events to maximize potential parent participation.

D. 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).

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

At Apopka Elementary teachers pursue a course of action together involving such things as team teaching, collaborative planning, professional learning communities, peer coaching, peer observations, mentoring, and action research. In these organized ways, teachers have the opportunity to work together, get to know each other, and build on collegial relationships.

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

Apopka Elementary provides a high-quality mentoring program that supports and welcomes beginning and new to Apopka teachers alike. Apopka Elementary also provides numerous professional development opportunities as well as modeling of lessons and co-teaching in the classroom. Apopka Elementary also implements functioning and effective Professional Learning Communities for teachers to collaborate together on a weekly basis.

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

Karen Redel is our Teacher Mentoring Program coordinator. The committee is responsible for mentoring/training teachers that are new to the school, or new to a grade level. The goal is to provide support and build positive relationships through mentoring. Mentors hold weekly meetings, model lessons, co-teach, team build, and analyze data together throughout the year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

To ensure our core instructional programs and materials are aligned to Florida Standards we require teachers to use the backwards design which consist of the following 3 stages of planning: desired results, evidence, and learning plan. During Stage 1, teachers first unpack the standard to determine what students need to understand, know, and do in order to reach the desired results. Teachers use the Florida Standards Item Specs to create common formative assessments. During Stage 2 of the planning stage, teachers design assessment prompts to provide evidence of students' understanding. The evidence will be collected through performance task, observations, oral or written assignments. Finally, during Stage 3 teachers design and plan learning experiences and instruction that will enable students to achieve the desired results. At this point teachers are prepared to evaluate and determine which instructional components from the core curriculum and other resources to engage, equip, and provide experience and opportunities for students to revise and evaluate their work. Teachers must also consider how the learning activities will be modified to meet the needs of all students and indicate modifications in their lesson plans. Each grade level has weekly common planning with the Academic Coaches. The specialist collaborates with teachers while planning, assisting with recommending, and locating resources and by providing teachers with additional researched based instructional strategies. Accountability through walkthroughs, feedback, data review, and joint PLC planning.

b. Instructional Strategies

1. 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.

In order to ensure that the diverse needs of students are met we use assessments to screen, diagnose, and progress monitor. MAP (K-2), FSA (3-5), and iReady Reading/Math (K-5) results are what we currently use to screen our lowest 25% in third grade and DRA K-2. The administration, reading coach, and MTSS coach, along with classroom teachers analyze the results of the screening assessments after they are administered. Students performing at one or more years below grade level on the FSA, and/or iReady screener are then administered a DRA for our lowest 30% 3-5 scholars, which is used to diagnose a student's difficulties in reading. The master schedule includes a school-wide intervention. At this time all instructional and paraprofessionals have been assigned a small-group based on reading skills need. The MTSS team used the diagnostics from iReady and DRAs to group students and prescribe interventions. Students reading at or above grade level receive i-Ready textbook. Tier ii students are progressed monitored weekly during interventions. The assessment tools used to progress monitor include running records, and iReady. In addition to our school-wide intervention block teachers are required to follow the model for Florida's 90 minute reading block which requires that teachers to meet with students reading below grade level 4-5 times weekly. The reading coach and leadership team conducts daily walkthroughs in each grade level to ensure that the 90 minute reading block is evident in each classroom.

2. 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: After School Program

Minutes added to school year: 7,200

Apopka hosts before and after school tutoring program to target students with high needs in our core subjects of reading and math. Tutoring is offered three times per week at 60 minutes per session. Tutoring takes place from September to April. Research based material is used by highly qualified personnel for instruction.

Strategy Rationale

FSA data reflected the lack of support provided to the lowest 255 students the prior year.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Dyches, Carol, carol.dyches@ocps.net

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

Data will be collected through progress monitoring. We will use common assessments, as well as the assessments from the intervention programs to monitor effectiveness and to make necessary changes in the instructional plan.

2. Student Transition and Readiness

a. 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).

1. 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 them abreast of our summer kindergarten orientation. Individual tours are also given to interested families throughout the year to assist in the transition to kindergarten.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase our teacher effectiveness by focusing on standards-based instruction, planning, and personalizing learning for all students by intentionally focusing on various data points. (Invest in Human Capital)

G2.   To accelerate student achievement by providing more student support services. (Narrow Achievement Gaps, Accelerate Student Performance).

Strategic Goals Detail

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

G1. To increase our teacher effectiveness by focusing on standards-based instruction, planning, and personalizing learning for all students by intentionally focusing on various data points. (Invest in Human Capital) `1a`

🔑 G084780

Targets Supported `1b`

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	65.0
Highly Effective Teachers (Performance Rating)	25.0
Developing Teachers (Performance Rating)	10.0

Targeted Barriers to Achieving the Goal `3`

- With the recent shifts in state standards, teachers at Apopka Elementary have a lack of knowledge for deconstructing Florida State Standards to meet the cognitive demands of the Florida Standardized Assessment.

- With evident complexity of the current state standards, teachers at Apopka Elementary lack in-depth usage of Marzano's Taxonomy and other Depth of Knowledge resources. There is also a lack of in-depth usage of higher order questioning and thinking skills.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- School Administration and Academic Coaches/Resource Teachers will be used to eliminate the barriers.

- The Marzano's Instructional Framework will be a resource tool used school-wide to eliminate the barriers.

- The provided resources in the iObservation instrument will be used to eliminate the barriers.

- OCPS Professional Development Online Resources will be used to eliminate the barriers.

Plan to Monitor Progress Toward G1. `8`

Throughout the year, grade level created common assessments, (both formative and summative) will be collected and reviewed.

Person Responsible
Lukeshia Miller

Schedule
Weekly, from 8/8/2016 to 6/9/2017

Evidence of Completion
Evidence will be provided from student data, Professional Learning Community notes, data meeting notes, and Marzano observations.

G2. To accelerate student achievement by providing more student support services. (Narrow Achievement Gaps, Accelerate Student Performance). 1a

🔍 G084781

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	95.0
District Parent Survey	95.0

Targeted Barriers to Achieving the Goal 3

- Upon reflecting on students' academic data, it has been identified that our school did not provide sufficient opportunities for students to participate in enrichment opportunities and there was a gap of support with student support services.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student Support Services Team

- Psychologist and Social Worker

- Partners in Education Coordinator

- Genius Hour/PBL

- After School Programs

Plan to Monitor Progress Toward G2. 8

Administrators, coaches, teachers, students, parent, and community leaders will be part of this progress monitoring process. We will work together as a team in order to ensure students' academic achievements. Weekly data meetings, MTSS meetings, IEP meetings, and other parent conferences will take place to maintain effective communication and monitoring of the coaches' roles.

Person Responsible
Lukeshia Miller

Schedule
Quarterly, from 8/8/2016 to 6/2/2017

Evidence of Completion
Evidence will be provided from MTSS (behavioral plans) data, EDW, and stakeholders survey.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. To increase our teacher effectiveness by focusing on standards-based instruction, planning, and personalizing learning for all students by intentionally focusing on various data points. (Invest in Human Capital) 1

🔑 G084780

G1.B1 With the recent shifts in state standards, teachers at Apopka Elementary have a lack of knowledge for deconstructing Florida State Standards to meet the cognitive demands of the Florida Standardized Assessment. 2

🔑 B225431

G1.B1.S1 Grade level teams will work with Academic Coaches in deconstructing standards, developing standards-based lesson plans, and common assessments during weekly Professional Learning Communities. 4

🔑 S237832

Strategy Rationale

Teachers being asked to adopt, implement, and achieve success with rigorous standards, such observations, although fine as a starting point, are insufficient to support them as they make the transition to more rigorous academic standards. Administration and Academic Coaches will ensure that coaching opportunities, instructional rounds, professional development, mentoring, and support are provided to all instructional personnel in order to achieve academic goals.

Action Step 1 5

Time will be dedicated for all grade level to have weekly Professional Learning Communities, standards-based lesson planning, and data analysis meetings.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/8/2016 to 6/9/2017

Evidence of Completion

The evidence will be provided from Professional Learning Community meeting notes, standards-based lesson plans, and classroom observations.

Action Step 2 `5`

Targeted and differentiated professional development and coaching support will be provided based on individualized teacher's needs.

Person Responsible

Aleli Vazquez Santiago

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Evidence for coaching support and implementation of differentiated professional development based on teacher performance and instructional trends will be provided from Academic Coaches/Resource Teachers through support logs and individual data chats.

Action Step 3 `5`

School-wide professional development on Standards Based Planning and Rigorous Instructional Practices will be provided for all instructional personnel and classroom staff.

Person Responsible

Aleli Vazquez Santiago

Schedule

Weekly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Evidence will be provide from Leadership Team meeting notes, the Academic Coaches/Resource Teachers support form, standards-based, lesson plans, and iObservation feedback and ratings.

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

Administration will have weekly meetings, focus on standards based planning, instructional strategies, lesson planning, and data monitoring with Academic Coaches/ Resource Teachers.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Evidence will be provided from Leadership Team meetings notes and from the Academic Coaches/Resource Teachers support notes.

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

Grade level teachers will develop standards-based lesson plans based on the development of common formative assessments.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Evidence will be provided from bi-weekly data analysis meetings, reviewing of standards based lesson plans on the school SharePoint site, and common assessments.

G1.B2 With evident complexity of the current state standards, teachers at Apopka Elementary lack in-depth usage of Marzano's Taxonomy and other Depth of Knowledge resources. There is also a lack of in-depth usage of higher order questioning and thinking skills. 2

🔑 B225432

G1.B2.S1 Administrators will conduct teacher conferences where a common language is used to better understand the usage of Marzano's Taxonomy, higher order questioning, and thinking skills. Lesson planning support will be provided during pre-conferences to help teachers integrate and use these to their plans. 4

🔑 S237833

Strategy Rationale

Administration will ensure that coaching opportunities, instructional rounds, professional development, mentoring, and support is provided to all instructional personnel in order to achieve academic goals before, during, and after instructional times.

Action Step 1 5

Administrators will conduct quarterly teacher conferences to support teachers' in-depth usage of Marzano's Taxonomy and higher order questioning skills.

Person Responsible

Lukeshia Miller

Schedule

Quarterly, from 9/5/2016 to 6/9/2017

Evidence of Completion

The evidence will be provided from iObservation with an intentional focus on coaching feedback and rating based on standards-based instruction and students' academic data.

Action Step 2 5

Administrators will continuously monitor iObservation reports and teacher feedback on conferences.

Person Responsible

Aleli Vazquez Santiago

Schedule

Quarterly, from 8/8/2016 to 6/9/2017

Evidence of Completion

The evidence will be provided from iObservation and individual data chats.

Action Step 3 5

Instructional staff's final evaluation scores will be used as data to identify effectiveness of feedback provided.

Person Responsible

Lukeshia Miller

Schedule

Quarterly, from 8/8/2016 to 6/9/2017

Evidence of Completion

The evidence will be provided from iObservation and student academic data.

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

Administrators will continuously monitor iObservation reports and teacher feedback on conferences.

Person Responsible

Lukeshia Miller

Schedule

Quarterly, from 8/8/2016 to 6/9/2017

Evidence of Completion

The evidence will be provided from iObservation and individual data chats.

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

Instructional staffs' final evaluation scores will be used as data to identify effectiveness of feedback provided.

Person Responsible

Lukeshia Miller

Schedule

Annually, from 8/8/2016 to 6/9/2017

Evidence of Completion

The evidence will be provided from iObservation and student academic data.

G2. To accelerate student achievement by providing more student support services. (Narrow Achievement Gaps, Accelerate Student Performance). 1

🔑 G084781

G2.B1 Upon reflecting on students' academic data, it has been identified that our school did not provide sufficient opportunities for students to participate in enrichment opportunities and there was a gap of support with student support services. 2

🔑 B225433

G2.B1.S1 Administrators and Academic Coaches/Resource Teachers will monitor multiple data points for all grade levels and incorporate a change in instruction on a more consistent basis. 4

🔑 S237834

Strategy Rationale

Action Step 1 5

Administrators will increase the level of accountability for resource teachers (academic coaches/student support personnel).

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Evidence for coaching support, implementation of differentiated professional development based on teacher performance and instructional trends, and instructional modeling will be provided from Leadership Team meeting notes, the Academic Coaches/Resource Teachers support form, and student academics data.

Action Step 2 5

Administrators will enhance the progress monitoring process and MTSS process for both behavior and academic.

Person Responsible

Lukeshia Miller

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

The evidence will be provided from MTSS logs and student academic data.

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

Weekly meetings to discuss data and support provided to teachers and students by Leadership Team and Student Support Services Team.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Evidence will be provided from iObservation and LTM notes.

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

Analyze students and teacher data to determine what effect the use of outside support services has on student achievement.

Person Responsible

Lukeshia Miller

Schedule

Quarterly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Evidence will be provided from EDW, CFAs, and iObservation.

G2.B1.S2 Administrators and Academic Coaches, in conjunction with Student Support Services personnel, will support students according to their individual needs. 4

🔑 S237835

Strategy Rationale

Action Step 1 5

A solid intervention and enrichment plan will be in place for the whole schools as well as resources and systematic expectations for all grade levels.

Person Responsible

Lukeshia Miller

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Evidence will be provided from students' data, MTSS data, behavioral plans, SMS, and EDW.

Action Step 2 5

A school-wide tutoring plan will be in place to include tutoring options for all subject areas with a focus on front loading upcoming standards and vocabulary support.

Person Responsible

Carol Dyches

Schedule

Weekly, from 9/12/2016 to 3/31/2017

Evidence of Completion

Evidence will be provided from student data from the after school tutoring program.

Action Step 3 `5`

The MTSS, ESE, and ELL monitoring process will be enhanced for both behavior and academics.

Person Responsible

Aleli Vazquez Santiago

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Evidence will be provided from ELL, ESE, and MTSS student's' data.

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

Data will be analyzed during weekly data meetings. Students will be monitored closely by teachers and administrators.

Person Responsible

Lukeshia Miller

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Evidence will be provided from student data, common formative assessment data, SMS, and EDW.

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

Progress on academic data will be monitored and used to provide enrichment opportunities for all students.

Person Responsible

Lukeshia Miller

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Evidence will be provided from common formative assessment data, MTSS data, SMS, and EDW.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S2.A2 🔑 A307661	A school-wide tutoring plan will be in place to include tutoring options for all subject areas with...	Dyches, Carol	9/12/2016	Evidence will be provided from student data from the after school tutoring program.	3/31/2017 weekly
G2.MA1 🔑 M313949	Administrators, coaches, teachers, students, parent, and community leaders will be part of this...	Miller, Lukeshia	8/8/2016	Evidence will be provided from MTSS (behavioral plans) data, EDW, and stakeholders survey.	6/2/2017 quarterly
G1.B1.S1.A2 🔑 A307653	Targeted and differentiated professional development and coaching support will be provided based on...	Vazquez Santiago, Aleli	8/8/2016	Evidence for coaching support and implementation of differentiated professional development based on teacher performance and instructional trends will be provided from Academic Coaches/ Resource Teachers through support logs and individual data chats.	6/2/2017 weekly
G2.B1.S1.MA1 🔑 M313945	Analyze students and teacher data to determine what effect the use of outside support services has...	Miller, Lukeshia	9/6/2016	Evidence will be provided from EDW, CFAs, and iObservation.	6/2/2017 quarterly
G2.B1.S1.MA1 🔑 M313946	Weekly meetings to discuss data and support provided to teachers and students by Leadership Team...	Miller, Lukeshia	8/8/2016	Evidence will be provided from iObservation and LTM notes.	6/2/2017 weekly
G2.B1.S1.A1 🔑 A307658	Administrators will increase the level of accountability for resource teachers (academic...	Miller, Lukeshia	8/8/2016	Evidence for coaching support, implementation of differentiated professional development based on teacher performance and instructional trends, and instructional modeling will be provided from Leadership Team meeting notes, the Academic Coaches/Resource Teachers support form, and student academics data.	6/2/2017 weekly
G2.B1.S1.A2 🔑 A307659	Administrators will enhance the progress monitoring process and MTSS process for both behavior and...	Miller, Lukeshia	8/8/2016	The evidence will be provided from MTSS logs and student academic data.	6/2/2017 biweekly
G2.B1.S2.MA1 🔑 M313947	Progress on academic data will be monitored and used to provide enrichment opportunities for all...	Miller, Lukeshia	8/8/2016	Evidence will be provided from common formative assessment data, MTSS data, SMS, and EDW.	6/2/2017 biweekly
G2.B1.S2.MA1 🔑 M313948	Data will be analyzed during weekly data meetings. Students will be monitored closely by teachers...	Miller, Lukeshia	8/8/2016	Evidence will be provided from student data, common formative assessment data, SMS, and EDW.	6/2/2017 biweekly
G2.B1.S2.A1 🔑 A307660	A solid intervention and enrichment plan will be in place for the whole schools as well as...	Miller, Lukeshia	8/8/2016	Evidence will be provided from students' data, MTSS data, behavioral plans, SMS, and EDW.	6/2/2017 biweekly
G2.B1.S2.A3 🔑 A307662	The MTSS, ESE, and ELL monitoring process will be enhanced for both behavior and academics.	Vazquez Santiago, Aleli	8/8/2016	Evidence will be provided from ELL, ESE, and MTSS student's' data.	6/2/2017 biweekly
G1.MA1 🔑 M313944	Throughout the year, grade level created common assessments, (both formative and summative) will be...	Miller, Lukeshia	8/8/2016	Evidence will be provided from student data, Professional Learning Community notes, data meeting notes, and Marzano observations.	6/9/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1 🔑 M313940	Grade level teachers will develop standards-based lesson plans based on the development of common...	Miller, Lukeshia	8/8/2016	Evidence will be provided from bi-weekly data analysis meetings, reviewing of standards based lesson plans on the school SharePoint site, and common assessments.	6/9/2017 weekly
G1.B1.S1.MA1 🔑 M313941	Administration will have weekly meetings, focus on standards based planning, instructional...	Miller, Lukeshia	8/8/2016	Evidence will be provided from Leadership Team meetings notes and from the Academic Coaches/ Resource Teachers support notes.	6/9/2017 weekly
G1.B1.S1.A1 🔑 A307652	Time will be dedicated for all grade level to have weekly Professional Learning Communities,...	Miller, Lukeshia	8/8/2016	The evidence will be provided from Professional Learning Community meeting notes, standards-based lesson plans, and classroom observations.	6/9/2017 weekly
G1.B1.S1.A3 🔑 A307654	School-wide professional development on Standards Based Planning and Rigorous Instructional...	Vazquez Santiago, Aleli	8/8/2016	Evidence will be provide from Leadership Team meeting notes, the Academic Coaches/Resource Teachers support form, standards-based, lesson plans, and iObservation feedback and ratings.	6/9/2017 weekly
G1.B2.S1.MA1 🔑 M313942	Instructional staffs' final evaluation scores will be used as data to identify effectiveness of...	Miller, Lukeshia	8/8/2016	The evidence will be provided from iObservation and student academic data.	6/9/2017 annually
G1.B2.S1.MA1 🔑 M313943	Administrators will continuously monitor iObservation reports and teacher feedback on conferences.	Miller, Lukeshia	8/8/2016	The evidence will be provided from iObservation and individual data chats.	6/9/2017 quarterly
G1.B2.S1.A1 🔑 A307655	Administrators will conduct quarterly teacher conferences to support teachers' in-depth usage of...	Miller, Lukeshia	9/5/2016	The evidence will be provided from iObservation with an intentional focus on coaching feedback and rating based on standards-based instruction and students' academic data.	6/9/2017 quarterly
G1.B2.S1.A2 🔑 A307656	Administrators will continuously monitor iObservation reports and teacher feedback on conferences.	Vazquez Santiago, Aleli	8/8/2016	The evidence will be provided from iObservation and individual data chats.	6/9/2017 quarterly
G1.B2.S1.A3 🔑 A307657	Instructional staff's final evaluation scores will be used as data to identify effectiveness of...	Miller, Lukeshia	8/8/2016	The evidence will be provided from iObservation and student academic data.	6/9/2017 quarterly

V. Professional Development Opportunities

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

G1. To increase our teacher effectiveness by focusing on standards-based instruction, planning, and personalizing learning for all students by intentionally focusing on various data points. (Invest in Human Capital)

G1.B1 With the recent shifts in state standards, teachers at Apopka Elementary have a lack of knowledge for deconstructing Florida State Standards to meet the cognitive demands of the Florida Standardized Assessment.

G1.B1.S1 Grade level teams will work with Academic Coaches in deconstructing standards, developing standards-based lesson plans, and common assessments during weekly Professional Learning Communities.

PD Opportunity 1

Targeted and differentiated professional development and coaching support will be provided based on individualized teacher's needs.

Facilitator

School based Administrators and Academic Coaches/Resource Teachers will help facilitate the meetings.

Participants

The active participants and target audience will be the classroom teachers.

Schedule

Weekly, from 8/8/2016 to 6/2/2017

PD Opportunity 2

School-wide professional development on Standards Based Planning and Rigorous Instructional Practices will be provided for all instructional personnel and classroom staff.

Facilitator

Academic Coaches/Resource Teachers will help facilitate the professional development.

Participants

The active participants and target audience will be the classroom teachers.

Schedule

Weekly, from 8/8/2016 to 6/9/2017

VI. Technical Assistance Items

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