

Apopka Elementary



2014-15 School Improvement Plan

Apopka Elementary

675 DIXIE HWY, Apopka, FL 32712

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

74%

Alternative/ESE Center

No

Charter School

No

Minority

75%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	35

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Apopka Elementary is fully committed in building teacher-student relationships by providing an approachable and inviting learning environment for our students. We establish 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 the student is having. Teacher-parent communication is also important in order to understand students' strengths and weaknesses and pointing 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 similarities and differences among the students' cultures by acknowledging both individual and cultural differences enthusiastically and in a positive manner. We also use a variety of instructional strategies and learning activities providing the students opportunities to learn 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.

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

Apopka Elementary is highly committed in 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 and they use a 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.

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 personnel is CHAMPS trained. School-wide expectations are posted in every school area and students have a clear understanding of these expectations. We use CHAMPS acronym to define detailed behavioral expectations for each instructional approach that we use.

Conversation: Can students converse during this activity? About what? With whom? For how long?

Help: How do students get your attention for help? How do students get questions answered? What should they do while they wait for you?

Activity: What is the expected end product of this activity? What is the task or objective?

Movement: For what reasons can students get out of their seats during this activity? Do they need permission to do so?

Participation: What behavior shows that students are participating or not participating?

Success: There are no questions for this one. When CHAMPS expectations are met, students will be successful.

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

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 in every classroom student-centered instruction. 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.

Learning for Life Guidance Curriculum for 3rd grade specials, individual/small group counseling for students who exhibit need for social skills support, and Positive Reinforcement activities to enhance self-esteem to improve academics/behavior through the school's "Green Team".

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - Letter home to remind parents of attendance expectations
 - Phone call from teacher
 - Conference with teacher, guidance counselor
 - Social worker
 - Home visits
 - School-wide positive reinforcement with acknowledgement on classroom doors
 - Plan to address attendance issues
 - End of quarter acknowledgement for perfect attendance students
- One or more suspensions, whether in school or out of school
 - Conference with student, teacher, and family
 - Develop a plan of action using CHAMPS school-wide approach
 - Alternate learning environment
 - Professional development on behavior management in the classroom
 - Character education and school-wide Guidelines for Success

- Course failure in English Language Arts or mathematics
- Contact family prior to mid-point progress report and end of quarter report card if student is struggling
- Update Progress Book on a weekly basis
- School-wide expectations on grading policies will be discussed with families and followed by teachers
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Students will be placed in a small group intervention based on data. This group will meet 150 minutes a week.
- Additional opportunities will be provided for students through Saturday school and Academic Tutoring Services (ATS) which will be offered Monday and Tuesdays from 3:30-5:00 in the subjects of reading and math
- Teachers will 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.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	16	12	13	9	6	69
One or more suspensions	1	3	3	4	3	3	17
Course failure in ELA or Math	0	0	27	13	33	21	94
Level 1 on statewide assessment	0	0	0	27	24	34	85

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	6	12	17	14	49

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 tutoring.
- Math interventions will include instruction in small groups using Do The Math, Number Talks, and Hands-On Math.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

PIP will be linked to this report.

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 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.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Miller, Lukeshia	Principal
Vazquez Santiago, Aleli	Assistant Principal
Dempsey, Jennifer	Instructional Coach
Dyches, Carol	Instructional Coach
Arroyo, Olemma	Other
Montgomery, James	Guidance Counselor
Tarpley, Pamela	Instructional Coach

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 the staff, programs, activities and functions designed to achieve school 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.

Instructional Coaches (CRT, 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. 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. 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.

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 is at the core of the grade level PLC, ensures that the school-based team is implementing MTSS consistently across grade levels and school, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS 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 intervention implementation, and assists the teacher in successful intervention implementation. Guidance Counselor/LEA is also a member of the MTSS team.

General Education Teachers: provide information about core instruction and student's unique deficiencies, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, integrates Tier 1 materials/instruction with Tier 2/3 activities, and provides ongoing documentation of all MTSS implementation and the subsequent results.

Exceptional Student Education (ESE) Teacher: participates in student data collection, integrates core instructional activities/materials into Tier 3 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 Teacher: provides guidance on district/school K-12 reading 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 Tier 1, Tier 2, and Tier 3 intervention plans.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
James Montgomery	Teacher
L. Miller	Principal
D. Rowe	Teacher
M. Blackberg	Parent
J. Penney	Parent
J. Serwe	Business/Community
J. Oliveira	Teacher
K. Rogers	Parent
K. Mowatt	Parent
L. Burritt	Parent
W. Theibauth	Parent
N. Worrell	Parent
D. Knicrumah	Parent

Duties

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

Evaluation of last year's school improvement plan

All SAC members discussed and analyzed the 2013-14 School Improvement Plan. Based on this analysis, the 2014-15 School Improvement Plan was prepared, in order to fulfill Apopka's Elementary goals for this school year.

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.

Preparation of the school's annual budget and plan

For the 2014-15 school year Apopka Elementary has \$2,644.62 of school improvement funds that will be used for technological enhancements for our students' needs.

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

Apopka ES did not use the money for any projects last year. The school improvement funds were rolled over for the 2014-15 school year and they will be used for technological improvement.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Dyches, Carol	Instructional Coach
Vazquez Santiago, Aleli	Assistant Principal
Miller, Lukeshia	Principal
Dempsey, Jennifer	Instructional Coach
Tarpley, Pamela	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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, AR, book fairs, parent nights and extra-curricular activities with literacy emphasis. These activities will be planned in conjunction with other school-wide events to maximize potential parent participation.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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.

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 a functioning and effective Professional Learning Communities for teachers to collaborate together on a weekly basis.

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

Jennifer Dempsey is our Teacher Mentoring Program coordinator. Apopka Elementary has also created a "New Teacher Orientation Committee". 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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 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 collaborate with teachers while planning assisting with recommending and locating resources and by providing teachers with additional researched based instructional strategies.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

In order to ensure that the diverse needs of students are met we use assess to screen, diagnose, progress monitor, summative. FLKRS(Florida Kindergarten Readiness Screener), STAR, iReady and the previous years' FCAT results are what we currently use to screen students. 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 FCAT, and/or iReady screener are then administered a DRA 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 staff members 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 reading in the content of math and science. Tier II students are progressed monitored one time every two weeks 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 insure that the 90 minute reading block is evident in each classroom.

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 an after school tutoring program to target students with high needs in our core subjects of reading and math. Tutoring is offered twice per week at 90 minutes per session. After school tutoring takes place from October to April. Research based material is used by highly qualified personnel for instruction.

Strategy Rationale

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 Performance Matters benchmark assessments, as well as the assessments from the intervention programs to monitor effectiveness and to make necessary changes in the instructional plan.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Apopka Elementary will increase the percentage of students scoring at or above grade level on the Florida Standardized Assessment for ELA, and Math.

- G2.** Our goal is for teachers to increase the level of rigor using effective teaching strategies.

Strategic Goals Detail

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

G1. Apopka Elementary will increase the percentage of students scoring at or above grade level on the Florida Standardized Assessment for ELA, and Math. 1a

G042962

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	78.0
FSA - English Language Arts - Proficiency Rate	75.0
CELLA Reading Proficiency	30.0

Resources Available to Support the Goal 2

- HMH Journeys - Comprehensive Core Reading Program - used daily by classroom teachers for whole and small group instruction within a 90-minute, uninterrupted block of time.
- Go Math- Core Math Program - used daily by classroom teachers for whole and small group instruction.
- Comprehension Tool Kit
- Core Connections
- Sheltered Instruction Observation Protocol (SIOP) Model
- iReady - research based intervention program - used for small group interventions at all grade levels on a daily basis for 30 - 40 minutes by classroom teachers and/or resource teachers.

Targeted Barriers to Achieving the Goal 3

- Teachers lack of knowledge in deconstructing Florida State Standards to meet the cognitive demands of the Florida Standardized Assessment.
- Teachers lack of knowledge of effectively differentiating instruction.

Plan to Monitor Progress Toward G1. 8

Common assessments, summative and formative assessments

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Student data, PLC notes, data meeting notes, Marzano observations

G2. Our goal is for teachers to increase the level of rigor using effective teaching strategies. 1a

G042963

Targets Supported 1b

Indicator	Annual Target
Math Gains	66.0
Math Lowest 25% Gains	64.0
FSA - Mathematics - Proficiency Rate	75.0
AMO Math - ELL	59.0

Resources Available to Support the Goal 2

- Administration and Coaches
- Marzano's Instructional Framework
- iObservation resources
- Orange County Professional Development Resources Online

Targeted Barriers to Achieving the Goal 3

- Teachers lack of usage of Webb's Depth of Knowledge and higher order thinking skills.
- Teachers lack of knowledge of the Instructional Framework of the Art and Science of Teaching strategies.

Plan to Monitor Progress Toward G2. 8

Teachers' final evaluation will be analyzed in order to ensure effectiveness of professional development on rigor and effective teaching strategies.

Person Responsible

Lukeshia Miller

Schedule

Annually, from 9/15/2014 to 6/5/2015

Evidence of Completion

Florida Standardized Assessment data, Teacher Evaluations

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. Apopka Elementary will increase the percentage of students scoring at or above grade level on the Florida Standardized Assessment for ELA, and Math. **1**

 G042962

G1.B1 Teachers lack of knowledge in deconstructing Florida State Standards to meet the cognitive demands of the Florida Standardized Assessment. **2**

 B122258

G1.B1.S1 Grade level teams work with Academic Coaches in deconstructing standards and developing common assessments during weekly Professional Learning Communities. **4**

 S134225

Strategy Rationale

Action Step 1 **5**

Provide time for weekly Professional Learning Communities

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

PLC meeting notes, lesson plans, observations

Action Step 2 5

Assign coaches to support students and teachers at every grade level.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Leadership team meeting notes, coaches notes

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

Administration will have weekly meetings with Academic Coaches

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Leadership Team meetings notes, coaches notes

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

Teachers will develop lesson plans with common formative assessments.

Person Responsible

Pamela Tarpley

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Data, reviewing lesson plans on Sharepoint, benchmark assessments, and common assessments

G1.B2 Teachers lack of knowledge of effectively differentiating instruction. 2

 B122259

G1.B2.S1 Build capacity by providing ongoing professional development on differentiated instruction. 4

 S134233

Strategy Rationale

Action Step 1 5

Weekly Professional Development

Person Responsible

Aleli Vazquez Santiago

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Professional Development Meetings sign in sheets

Action Step 2 5

Lesson Plan Monitoring

Person Responsible

Pamela Tarpley

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Lesson Plans on Sharepoint

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

Administrators will meet with Academic Coaches

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Coaches notes, Leadership Team meeting notes, data

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

MTSS Leadership Team Meetings

Person Responsible

Jennifer Dempsey

Schedule

Biweekly, from 10/13/2014 to 6/5/2015


Evidence of Completion

Teachers data graphing, MTSS meetings notes, student data


G2. Our goal is for teachers to increase the level of rigor using effective teaching strategies. 1

 G042963

G2.B1 Teachers lack of usage of Webb's Depth of Knowledge and higher order thinking skills. 2

 B122316

G2.B1.S1 Professional Development will be provided to teachers in order to increase knowledge on Webb's Depth of Knowledge. 4

 S134256

Strategy Rationale

Action Step 1 5

Professional Development on Webb's Depth of Knowledge

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, exit slips, data, classroom walkthroughs

Action Step 2 5

Professional development on rigorous instruction

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Walkthroughs feedback, lesson plan feedback, iObservation

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

Academic coaches will be supporting teachers during PLCs

Person Responsible

Aleli Vazquez Santiago

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

PLC meeting notes, walkthroughs, lesson plans

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

Analyze student academic data to determine what effect the use of Webb's Depth of Knowledge and rigorous activities have on student achievement

Person Responsible

Lukeshia Miller


Schedule

Biweekly, from 9/8/2014 to 6/5/2015


Evidence of Completion

Performance Matters, iReady, ST Math, Imagine Learning

G2.B2 Teachers lack of knowledge of the Instructional Framework of the Art and Science of Teaching strategies. 2

 B122317

G2.B2.S1 Professional development on Marzano Instructional Framework of the Art and Science of Teaching 4

 S135568

Strategy Rationale

Based on staff feedback there is a need for professional development on the Elements of the Framework to support teachers in the classroom and with their Deliberate Practice plans for professional growth.

Action Step 1 5

Teachers will participate in professional development on the Marzano Framework.

Person Responsible

Aleli Vazquez Santiago

Schedule

Weekly, from 10/13/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, exit slips

Action Step 2 5

Teachers will receive support from the Academic Coaches on their Deliberate Practice and Learning Framework.

Person Responsible

Aleli Vazquez Santiago

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

iObservation Growth Plan

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

Administrators will monitor teachers' growth plan in order to support fidelity of implementation.

Person Responsible

Lukeshia Miller

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

iObservation

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

Administrators and assigned coaches will conduct informals and formal observations to provide feedback to teachers and will monitor teachers' progress.

Person Responsible

Lukeshia Miller


Schedule

Biweekly, from 9/15/2014 to 5/15/2015

Evidence of Completion

iObservation

G2.B2.S2 Academic Coaches will provide support through individual meetings, modeling in the classroom and walkthroughs with specific feedback. 4

 S135571

Strategy Rationale

Teachers receiving support will be based on classroom walkthroughs and student data. Any additional needs expressed by teachers will also be addressed by Academic Coaches and administrative support.

Action Step 1 5

Academic coaches will conduct biweekly walkthorughs

Person Responsible

Lukeshia Miller

Schedule

Biweekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

iObservation feedback, colaboration

Action Step 2 5

Peer observations will be conducted in order to support the teachers enhance their instructional skills.

Person Responsible

Aleli Vazquez Santiago

Schedule

Semiannually, from 11/3/2014 to 5/29/2015

Evidence of Completion

iObservation Growth Plan

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Administrators will meet with Academic Coaches to discuss and analyze coaching support.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Coaches feedback, Leadership Team meeting agendas

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Administrators and Academic Coaches will analyze teachers' growth plan and formal observations in order to ensure coaching and support effectiveness in instructional practices.

Person Responsible

Lukeshia Miller

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

iObservation Growth Plans and formal observations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide time for weekly Professional Learning Communities	Miller, Lukeshia	9/8/2014	PLC meeting notes, lesson plans, observations	6/5/2015 weekly
G1.B2.S1.A1	Weekly Professional Development	Vazquez Santiago, Aleli	9/8/2014	Professional Development Meetings sign in sheets	6/5/2015 weekly
G2.B1.S1.A1	Professional Development on Webb's Depth of Knowledge	Miller, Lukeshia	9/8/2014	Sign in sheets, exit slips, data, classroom walkthroughs	6/5/2015 weekly
G2.B2.S1.A1	Teachers will participate in professional development on the Marzano Framework.	Vazquez Santiago, Aleli	10/13/2014	Sign in sheets, exit slips	6/5/2015 weekly
G2.B2.S2.A1	Academic coaches will conduct biweekly walkthoroughs	Miller, Lukeshia	9/15/2014	iObservation feedback, colaboration	6/5/2015 biweekly
G1.B1.S1.A2	Assign coaches to support students and teachers at every grade level.	Miller, Lukeshia	9/8/2014	Leadership team meeting notes, coaches notes	6/5/2015 weekly

Orange - 1282 - Apopka Elementary - 2014-15 SIP
Apopka Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2	Lesson Plan Monitoring	Tarpley, Pamela	9/8/2014	Lesson Plans on Sharepoint	6/5/2015 weekly
G2.B1.S1.A2	Professional development on rigorous instruction	Miller, Lukeshia	9/8/2014	Walkthroughs feedback, lesson plan feedback, iObservation	6/5/2015 weekly
G2.B2.S1.A2	Teachers will receive support from the Academic Coaches on their Deliberate Practice and Learning Framework.	Vazquez Santiago, Aleli	9/8/2014	iObservation Growth Plan	6/5/2015 monthly
G2.B2.S2.A2	Peer observations will be conducted in order to support the teachers enhance their instructional skills.	Vazquez Santiago, Aleli	11/3/2014	iObservation Growth Plan	5/29/2015 semiannually
G1.MA1	Common assessments, summative and formative assessments	Miller, Lukeshia	9/8/2014	Student data, PLC notes, data meeting notes, Marzano observations	6/5/2015 weekly
G1.B1.S1.MA1	Teachers will develop lesson plans with common formative assessments.	Tarpley, Pamela	9/8/2014	Data, reviewing lesson plans on Sharepoint, benchmark assessments, and common assessments	6/5/2015 weekly
G1.B1.S1.MA1	Administration will have weekly meetings with Academic Coaches	Miller, Lukeshia	9/8/2014	Leadership Team meetings notes, coaches notes	6/5/2015 weekly
G1.B2.S1.MA1	MTSS Leadership Team Meetings	Dempsey, Jennifer	10/13/2014	Teachers data graphing, MTSS meetings notes, student data	6/5/2015 biweekly
G1.B2.S1.MA1	Administrators will meet with Academic Coaches	Miller, Lukeshia	9/8/2014	Coaches notes, Leadership Team meeting notes, data	6/5/2015 weekly
G2.MA1	Teachers' final evaluation will be analyzed in order to ensure effectiveness of professional development on rigor and effective teaching strategies.	Miller, Lukeshia	9/15/2014	Florida Standardized Assessment data, Teacher Evaluations	6/5/2015 annually
G2.B1.S1.MA1	Analyze student academic data to determine what effect the use of Webb's Depth of Knowledge and rigorous activities have on student achievement	Miller, Lukeshia	9/8/2014	Performance Matters, iReady, ST Math, Imagine Learning	6/5/2015 biweekly
G2.B1.S1.MA1	Academic coaches will be supporting teachers during PLCs	Vazquez Santiago, Aleli	9/8/2014	PLC meeting notes, walkthroughs, lesson plans	6/5/2015 weekly
G2.B2.S1.MA1	Administrators and assigned coaches will conduct informals and formal observations to provide feedback to teachers and will monitor teachers' progress.	Miller, Lukeshia	9/15/2014	iObservation	5/15/2015 biweekly
G2.B2.S1.MA1	Administrators will monitor teachers' growth plan in order to support fidelity of implementation.	Miller, Lukeshia	10/13/2014	iObservation	5/29/2015 monthly
G2.B2.S2.MA1	Administrators and Academic Coaches will analyze teachers' growth plan and formal observations in order to ensure coaching and support effectiveness in instructional practices.	Miller, Lukeshia	9/15/2014	iObservation Growth Plans and formal observations	6/5/2015 quarterly
G2.B2.S2.MA1	Administrators will meet with Academic Coaches to discuss and analyze coaching support.	Miller, Lukeshia	9/15/2014	Coaches feedback, Leadership Team meeting agendas	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Apopka Elementary will increase the percentage of students scoring at or above grade level on the Florida Standardized Assessment for ELA, and Math.

G1.B1 Teachers lack of knowledge in deconstructing Florida State Standards to meet the cognitive demands of the Florida Standardized Assessment.

G1.B1.S1 Grade level teams work with Academic Coaches in deconstructing standards and developing common assessments during weekly Professional Learning Communities.

PD Opportunity 1

Assign coaches to support students and teachers at every grade level.

Facilitator

Academic Coaches

Participants

Grade Level Teachers

Schedule

Weekly, from 9/8/2014 to 6/5/2015

G1.B2 Teachers lack of knowledge of effectively differentiating instruction.

G1.B2.S1 Build capacity by providing ongoing professional development on differentiated instruction.

PD Opportunity 1

Weekly Professional Development

Facilitator

Academic Coaches, Administrators

Participants

All Grade Level Teachers

Schedule

Weekly, from 9/8/2014 to 6/5/2015

G2. Our goal is for teachers to increase the level of rigor using effective teaching strategies.

G2.B1 Teachers lack of usage of Webb's Depth of Knowledge and higher order thinking skills.

G2.B1.S1 Professional Development will be provided to teachers in order to increase knowledge on Webb's Depth of Knowledge.

PD Opportunity 1

Professional Development on Webb's Depth of Knowledge

Facilitator

Administrators

Participants

Grade Level Teachers

Schedule

Weekly, from 9/8/2014 to 6/5/2015

PD Opportunity 2

Professional development on rigorous instruction

Facilitator

Administrators, Academic Coaches

Participants

Grade Level Teachers

Schedule

Weekly, from 9/8/2014 to 6/5/2015

G2.B2 Teachers lack of knowledge of the Instructional Framework of the Art and Science of Teaching strategies.

G2.B2.S1 Professional development on Marzano Instructional Framework of the Art and Science of Teaching

PD Opportunity 1

Teachers will participate in professional development on the Marzano Framework.

Facilitator

Administrators

Participants

All Grade Level Teachers

Schedule

Weekly, from 10/13/2014 to 6/5/2015

PD Opportunity 2

Teachers will receive support from the Academic Coaches on their Deliberate Practice and Learning Framework.

Facilitator

Administrators, Academic Coaches

Participants

All Grade Level Teachers

Schedule

Monthly, from 9/8/2014 to 6/5/2015

G2.B2.S2 Academic Coaches will provide support through individual meetings, modeling in the classroom and walkthroughs with specific feedback.

PD Opportunity 1

Academic coaches will conduct biweekly walkthroughs

Facilitator

Academic Coaches

Participants

All Grade Level Teachers

Schedule

Biweekly, from 9/15/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0