

Orange County Public Schools

Apopka Elementary



2015-16 School Improvement Plan

Apopka Elementary

311 VICK RD, Apopka, FL 32712

www.ocps.net/lc/north/eap

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	74%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	76%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	C	D

*Preliminary 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 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 and they use 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-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 "Dolphin Dollars" whenever they follow rules and expectations. Students are able to buy incentives from our "Dolphin Store" on Fridays. Each class also gets a chance to receive a "Dolphin Certificate". Once they collect five certificates the class receives an incentive.

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.

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.

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

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

Apopka Elementary will identify early warning signs and address them diligently in order to act in a proactive manner to identify 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, teachers will call parents to express any concerns regarding attendance. Parents will have opportunities to meet with teachers and guidance counselor, 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) which will be offered Monday and Tuesdays from 3:15-4:45 pm in the subjects of reading and math. Enrichment clubs will be provided once 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.

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	20	12	13	11	14	16	86
One or more suspensions	1	0	1	3	4	1	10
Course failure in ELA or Math	24	42	50	45	51	37	249
Level 1 on statewide assessment	0	0	0	0	0	0	

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		
Students exhibiting two or more indicators		12	4	6	5	11	5	43

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, ST Math computer program.
- aimsweb- Teachers across all grade levels will be using aimsweb to identify our struggling learners and those who are at risk of struggling in the future. This standardized diagnostic measurement is completed with a benchmark assessment that is nationally normed. Students will take a short assessment in reading and math in the fall, winter and spring. Once this assessment is complete MTSS students in tier 2 and tier 3 will be identified and those students will receive additional progress monitoring. Through aimsweb teachers can access weekly or bimonthly progress monitoring probes to assess students' learning in reading and 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 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.

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:

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

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, 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.

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. Guidance Counselor/LEA is also a member of the MTSS team.

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 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 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, data for our ELL students. Helps provide professional development

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
James Montgomery	Teacher
L. Miller	Principal
D. Rowe	Teacher
M. Blackberg	Parent
J. Penney	Parent
J. Oliveira	Teacher
K. Rogers	Parent
K. Mowatt	Parent
L. Burritt	Parent
N. Worrell	Parent
Angela Rubright	Parent
Maura Ardis	Parent
Lynell LaMountain	Parent
Leslie Turner	Parent
Jennifer Dempsey	Teacher

Duties

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

Evaluation of last year's school improvement plan

All SAC members discussed and analyzed the 2014-15 School Improvement Plan. Based on this analysis, the 2015-16 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 2015-16 school year Apopka Elementary has \$2,404.19 of school improvement funds that will be used for literacy enrichment for our students' needs.

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

Apopka Elementary School did not use the money for any projects last year. The school improvement funds were rolled over for the 2015-16 school year and they will be used for literacy enrichment.

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:

Name	Title
Dyches, Carol	Instructional Coach
Vazquez Santiago, Aleli	Assistant Principal
Miller, Lukeshia	Principal
Dempsey, Jennifer	Instructional Coach
Tarpley, Pamela	Instructional Coach
Arroyo, Olemma	Instructional Coach
Maise, Kimberly	Instructional Media

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, Accelerated Reader, book fairs, literacy 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 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 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.

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 assessments to screen, diagnose, and progress monitor. MAP (K-2), FSA (3-5), aimsweb (K-5), and iReady (K-5) 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 FSA, 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 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 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, aimsweb, 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.

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 common 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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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 teacher effectiveness by focusing on standards based instruction, increasing the rigor, student engagement, and personalizing learning for all students (Invest in Human Capital, Provide Empowering Environments).

- G2.** Apopka Elementary will accelerate student achievement by providing more student support through counseling services, enrichment opportunities, having a more consistent school-wide behavior system, after school programs, student government opportunities, and increasing our business partnership (Narrow Achievement Gaps, Accelerate Student Performance).

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 teacher effectiveness by focusing on standards based instruction, increasing the rigor, student engagement, and personalizing learning for all students (Invest in Human Capital, Provide Empowering Environments). 1a

G072835

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

Resources Available to Support the Goal 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.

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.

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 9/8/2015 to 6/3/2016

Evidence of Completion

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

G2. Apopka Elementary will accelerate student achievement by providing more student support through counseling services, enrichment opportunities, having a more consistent school-wide behavior system, after school programs, student government opportunities, and increasing our business partnership (Narrow Achievement Gaps, Accelerate Student Performance). **1a**

G072836

Targets Supported **1b**

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

Resources Available to Support the Goal **2**

- Guidance Counselor
- Psychologist and Social Worker
- Partners in Education Coordinator
- Whole Child Wednesdays
- After School Programs

Targeted Barriers to Achieving the Goal **3**

- Reflected on students' academic data, it has been identified that our school did not provide sufficient opportunities for students to participate in counseling services outside the school.
- The resources needed to reach out more to the community and increase our business partnerships in order to build strong bond and sustainable engagement with the Apopka community.

Plan to Monitor Progress Toward G2. **8**

Administrators, coaches, teachers, guidance counselor, 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 counseling process. Also, partnership programs will have the opportunity to encompass a variety of activities such as: staff development, guidance, mentoring, tutoring, incentives and awards, and the provision of material and financial resources.

Person Responsible

Lukeshia Miller

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Evidence will be provided from counseling referrals data, MTSS (behavioral plans) data, SMS, 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. Apopka Elementary will increase teacher effectiveness by focusing on standards based instruction, increasing the rigor, student engagement, and personalizing learning for all students (Invest in Human Capital, Provide Empowering Environments). **1**

 G072835

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**

 B190109

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

 S201496

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 levels to have weekly Professional Learning Communities, standards based lesson planning, and data analysis meetings.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 9/8/2015 to 6/3/2016

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

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

Person Responsible

Aleli Vazquez Santiago

Schedule

Weekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

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

Action Step 3 5

Targeted and differentiated professional development will be provided based on individualized teachers' needs.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Evidence will be provided from Academic Coaches/Resource Teachers support logs and through iObservation feedback.

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 9/8/2015 to 6/3/2016

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

Aleli Vazquez Santiago


Schedule

Weekly, from 9/8/2015 to 6/3/2016

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.B1.S2 Administrators will provide standards-based feedback on iObservation and conduct teacher conferences in order to guide and support teachers improving their instructional practices. 4

 S201497

Strategy Rationale

Administration will ensure that coaching opportunities, instructional rounds, professional development, mentoring, and support are provided to all instructional personnel in order to achieve academic goals and support teachers that are struggling with standards based instruction.

Action Step 1 5

Conduct standards based formal and informal observations and provide actionable feedback.

Person Responsible

Lukeshia Miller

Schedule

Every 3 Weeks, from 9/8/2015 to 6/3/2016

Evidence of Completion

The evidence will be provided from iObservation.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will continuously monitor iObservation reports.

Person Responsible

Lukeshia Miller

Schedule

Every 3 Weeks, from 9/8/2015 to 6/3/2016

Evidence of Completion

The evidence will be provided from iObservation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

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

Person Responsible

Lukeshia Miller

Schedule

Quarterly, from 9/8/2015 to 6/3/2016


Evidence of Completion

The evidence will be provided from iObservation.

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**

 B190110

G1.B2.S1 It is necessary to build capacity by providing ongoing professional development on standards based planning and instructional strategies. **4**

 S201498

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 is provided to all instructional personnel in order to achieve academic goals.

Action Step 1 **5**

Weekly professional development will be provided for all instructional staff.

Person Responsible

Aleli Vazquez Santiago

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Professional Development Meetings sign in sheets

Action Step 2 **5**

Standards based lesson plans will be monitored on a weekly basis.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Evidence will come from the standards based lesson plans on SharePoint.

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

School based Administrators will meet with Academic Coaches/Resource Teachers to discuss standards-based lesson planning and student data monitoring.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Evidence will be provided from Academic Coaches/Resource Teachers' notes, Leadership Team meeting notes, and data.

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

MTSS Leadership Team Meetings will be held to discuss student data, differentiated instruction in the classroom, and interventions.

Person Responsible

Jennifer Dempsey

Schedule

Every 3 Weeks, from 10/12/2015 to 6/3/2016

Evidence of Completion

Evidence will be provided from teachers data graphing, MTSS meetings notes, student data.

G1.B2.S2 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**

 S201499

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**

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

Person Responsible

Aleli Vazquez Santiago

Schedule

Quarterly, from 9/8/2015 to 6/3/2016

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B2.S2 **6**

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

Person Responsible

Aleli Vazquez Santiago

Schedule

Quarterly, from 9/8/2015 to 6/3/2016

Evidence of Completion

The evidence will be provided from iObservation.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

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

Person Responsible

Aleli Vazquez Santiago

Schedule

Annually, from 5/2/2016 to 6/3/2016

Evidence of Completion

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

G2. Apopka Elementary will accelerate student achievement by providing more student support through counseling services, enrichment opportunities, having a more consistent school-wide behavior system, after school programs, student government opportunities, and increasing our business partnership (Narrow Achievement Gaps, Accelerate Student Performance). 1

G072836

G2.B1 Reflected on students' academic data, it has been identified that our school did not provide sufficient opportunities for students to participate in counseling services outside the school. 2

B190111

G2.B1.S1 Guidance counselor will seek additional outside support in order to provide counseling services to our students in need. 4

S201500

Strategy Rationale

Elementary guidance activities have a positive influence on elementary students' academic achievement. It is in our students' best interest to provide these services in order to prevent test anxiety, classroom disturbances, and behavior issues. Also, counseling services are needed in order to support teachers in the classroom and enable them to provide quality instruction designed to assist students in achieving high standards.

Action Step 1 5

Seek for outside support services for students to fulfill students' needs.

Person Responsible

James Montgomery

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence will be provided from IEPs, MTSS data, 504s, counselor referral forms, and discipline data.

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

Administrators, Guidance Counselor, and MTSS Coach will monitor MTSS data (behavioral plans) and academic data to identify students' needs.

Person Responsible

Aleli Vazquez Santiago

Schedule

Quarterly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Evidence will be provided from EDW and SMS.

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

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

Person Responsible

Aleli Vazquez Santiago

Schedule

Annually, from 9/8/2015 to 6/3/2016

Evidence of Completion

Evidence will be provided from EDW, SMS, and teacher's feedback.

G2.B1.S2 Psychologist and social worker, in conjunction with guidance counselor, will support students according to their needs. 4

S201501

Strategy Rationale

Mental health and psychological services are essential for many students to achieve academically. It is in our best interest to ensure that our students receive all the support needed based on their emotional needs, considering the various environments they come from.

Action Step 1 5

Student data will be analyzed to identify students' behavioral and emotional needs. Guidance Counselor, District Psychologist, and Social Worker will work in conjunction to teachers in order to support students and families.

Person Responsible

Lukeshia Miller

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

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

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

Data will be analyzed during weekly data meetings. Students under behavioral plans (MTSS) will be monitored closely by teachers and administrators. Progress monitoring will take place for behavior as well as academics.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

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

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

Progress on behavior will be tracked to find the alignment with academic success.

Person Responsible

Lukeshia Miller

Schedule

Weekly, from 8/17/2015 to 6/3/2016


Evidence of Completion

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

G2.B2 The resources needed to reach out more to the community and increase our business partnerships in order to build strong bond and sustainable engagement with the Apopka community. 2

 B190112

G2.B2.S1 Apopka Elementary will have an official Partners in Education Coordinator that will be in charge of reaching out to the community and planning partnership activities with local businesses. 4

 S201502

Strategy Rationale

Apopka Elementary needs to establish a supportive relationship between local businesses and the school in which the partners commit themselves to specific goals and activities intended to benefit students and families. Our school lacked from the support of our community. It is in our best interest to work close to our community not only for them to help us improve the educational experience, but also to enhance goodwill and have a stronger presence of our school in the community.

Action Step 1 5

Assign an official Partners in Education Coordinator

Person Responsible

Lukeshia Miller

Schedule

Annually, from 8/17/2015 to 6/3/2016

Evidence of Completion

Stakeholders survey, OCPS Partners in Education website

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

Administrators and Partners in Education Coordinators will ensure communication with local businesses and community.

Person Responsible

Aleli Vazquez Santiago

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Evidence will be provided from stakeholders survey and Partners in Education website.

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

Meetings as needed with local businesses to monitor the effectiveness of their partnership with our school.

Person Responsible

Aleli Vazquez Santiago

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence will be provided from stakeholders survey.

G2.B2.S2 Encourage our local business to become partners in education and encompass a wide variety of activities for our students and families. 4

 S201503

Strategy Rationale

School-business relationships can have a powerful impact on the community. Our school needs community members and parents to play a role in the development process of our school, since the entire community ultimately benefits from a successful partnership. As Apopka Elementary is a focal point of the Apopka community, community leaders should be engaged and supportive of partnerships that improve the education experience.

Action Step 1 5

Partners in Education Coordinator will increase partnership with our local businesses.

Person Responsible

Aleli Vazquez Santiago

Schedule

Quarterly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Evidence will be provided from Partners in Education data.

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

Monitor local business participation and support towards the school.

Person Responsible

Aleli Vazquez Santiago

Schedule

Quarterly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Evidence will be provided from Partners in Education website.

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

Administrators will monitor Partners in Education participation growth plan in order to ensure effectiveness and participation.

Person Responsible

Aleli Vazquez Santiago

Schedule

Quarterly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Evidence will be provided from Partners in Education website.

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	Time will be dedicated for all grade levels to have weekly Professional Learning Communities, standards based lesson planning, and data analysis meetings.	Miller, Lukeshia	9/8/2015	The evidence will be provided from Professional Learning Community meeting notes, standards based lesson plans, and classroom observations.	6/3/2016 weekly
G1.B1.S2.A1	Conduct standards based formal and informal observations and provide actionable feedback.	Miller, Lukeshia	9/8/2015	The evidence will be provided from iObservation.	6/3/2016 every-3-weeks
G1.B2.S1.A1	Weekly professional development will be provided for all instructional staff.	Vazquez Santiago, Aleli	9/8/2015	Professional Development Meetings sign in sheets	6/3/2016 weekly
G1.B2.S2.A1	Conduct quarterly teacher conferences to support teachers in-depth usage of Marzano's Taxonomy and higher order questioning skills.	Vazquez Santiago, Aleli	9/8/2015	The evidence will be provided from iObservation and students academic data.	6/3/2016 quarterly
G2.B1.S1.A1	Seek for outside support services for students to fulfill students' needs.	Montgomery, James	8/24/2015	Evidence will be provided from IEPs, MTSS data, 504s, counselor referral forms, and discipline data.	6/3/2016 weekly
G2.B1.S2.A1	Student data will be analyzed to identify students' behavioral and emotional needs. Guidance Counselor, District Psychologist, and Social Worker will work in conjunction to teachers in order to support students and families.	Miller, Lukeshia	8/17/2015	Evidence will be provided from students data, MTSS data, behavioral plans, SMS, and EDW.	6/3/2016 biweekly
G2.B2.S1.A1	Assign an official Partners in Education Coordinator	Miller, Lukeshia	8/17/2015	Stakeholders survey, OCPS Partners in Education website	6/3/2016 annually
G2.B2.S2.A1	Partners in Education Coordinator will increase partnership with our local businesses.	Vazquez Santiago, Aleli	9/15/2015	Evidence will be provided from Partners in Education data.	6/3/2016 quarterly
G1.B1.S1.A2	School-wide professional development on Standards Based Planning and Rigorous Instructional Practices will be provided for all instructional personnel and classroom support staff.	Vazquez Santiago, Aleli	8/25/2015	Evidence will be provided from Leadership Team meeting notes, the Academic Coaches/Resource Teachers support form, standards based lesson plans, and iObservation feedback.	6/3/2016 weekly

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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	Standards based lesson plans will be monitored on a weekly basis.	Miller, Lukeshia	9/8/2015	Evidence will come from the standards based lesson plans on SharePoint.	6/3/2016 weekly
G1.B1.S1.A3	Targeted and differentiated professional development will be provided based on individualized teachers' needs.	Miller, Lukeshia	9/8/2015	Evidence will be provided from Academic Coaches/Resource Teachers support logs and through iObservation feedback.	6/3/2016 weekly
G1.MA1	Throughout the year, grade level created common assessments, (both formative and summative) will be collected and reviewed.	Miller, Lukeshia	9/8/2015	Evidence will be provided from student data, Professional Learning Community notes, data meeting notes, and Marzano observations.	6/3/2016 weekly
G1.B1.S1.MA1	Grade level teachers will develop standards-based lesson plans based on the development of common formative assessments.	Vazquez Santiago, Aleli	9/8/2015	Evidence will be provided from bi-weekly data analysis meetings, reviewing of standards based lesson plans on the school SharePoint site, and common assessments.	6/3/2016 weekly
G1.B1.S1.MA1	Administration will have weekly meetings focus on standards based planning, instructional strategies, lesson planning, and data monitoring with Academic Coaches/Resource Teachers.	Miller, Lukeshia	9/8/2015	Evidence will be provided from Leadership Team meetings notes and from the Academic Coaches/Resource Teachers support notes.	6/3/2016 weekly
G1.B2.S1.MA1	MTSS Leadership Team Meetings will be held to discuss student data, differentiated instruction in the classroom, and interventions.	Dempsey, Jennifer	10/12/2015	Evidence will be provided from teachers data graphing, MTSS meetings notes, student data.	6/3/2016 every-3-weeks
G1.B2.S1.MA1	School based Administrators will meet with Academic Coaches/Resource Teachers to discuss standards-based lesson planning and student data monitoring.	Miller, Lukeshia	9/8/2015	Evidence will be provided from Academic Coaches/Resource Teachers' notes, Leadership Team meeting notes, and data.	6/3/2016 weekly
G1.B1.S2.MA1	Instructional staffs' final evaluation scores will be used as data to identify effectiveness of feedback provided.	Miller, Lukeshia	9/8/2015	The evidence will be provided from iObservation.	6/3/2016 quarterly
G1.B1.S2.MA1	Administration will continuously monitor iObservation reports.	Miller, Lukeshia	9/8/2015	The evidence will be provided from iObservation.	6/3/2016 every-3-weeks
G1.B2.S2.MA1	Instructional staffs' final evaluation scores will be used as data to identify effectiveness of feedback provided.	Vazquez Santiago, Aleli	5/2/2016	The evidence will be provided from iObservation and student academic data.	6/3/2016 annually
G1.B2.S2.MA1	Administrators will continuously monitor iObservation reports and teacher feedback on conferences,	Vazquez Santiago, Aleli	9/8/2015	The evidence will be provided from iObservation.	6/3/2016 quarterly
G2.MA1	Administrators, coaches, teachers, guidance counselor, 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 counseling process. Also, partnership programs will have the opportunity to encompass a variety of activities such as: staff development, guidance, mentoring, tutoring, incentives and awards, and the provision of material and financial resources.	Miller, Lukeshia	8/17/2015	Evidence will be provided from counseling referrals data, MTSS (behavioral plans) data, SMS, EDW, and stakeholders survey.	6/3/2016 monthly
G2.B1.S1.MA1	Analyze student behavior data to determine what effect the use of outside support services has on student achievement.	Vazquez Santiago, Aleli	9/8/2015	Evidence will be provided from EDW, SMS, and teacher's feedback.	6/3/2016 annually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Administrators, Guidance Counselor, and MTSS Coach will monitor MTSS data (behavioral plans) and academic data to identify students' needs.	Vazquez Santiago, Aleli	9/8/2015	Evidence will be provided from EDW and SMS.	6/3/2016 quarterly
G2.B2.S1.MA1	Meetings as needed with local businesses to monitor the effectiveness of their partnership with our school.	Vazquez Santiago, Aleli	8/24/2015	Evidence will be provided from stakeholders survey.	6/3/2016 quarterly
G2.B2.S1.MA1	Administrators and Partners in Education Coordinators will ensure communication with local businesses and community.	Vazquez Santiago, Aleli	8/17/2015	Evidence will be provided from stakeholders survey and Partners in Education website.	6/3/2016 monthly
G2.B1.S2.MA1	Progress on behavior will be tracked to find the alignment with academic success.	Miller, Lukeshia	8/17/2015	Evidence will be provided from common formative assessment data, MTSS data, SMS, and EDW.	6/3/2016 weekly
G2.B1.S2.MA1	Data will be analyzed during weekly data meetings. Students under behavioral plans (MTSS) will be monitored closely by teachers and administrators. Progress monitoring will take place for behavior as well as academics.	Miller, Lukeshia	8/17/2015	Evidence will be provided from MTSS data, common formative assessment data, SMS, and EDW.	6/3/2016 weekly
G2.B2.S2.MA1	Administrators will monitor Partners in Education participation growth plan in order to ensure effectiveness and participation.	Vazquez Santiago, Aleli	9/15/2015	Evidence will be provided from Partners in Education website.	6/3/2016 quarterly
G2.B2.S2.MA1	Monitor local business participation and support towards the school.	Vazquez Santiago, Aleli	9/15/2015	Evidence will be provided from Partners in Education website.	6/3/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Apopka Elementary will increase teacher effectiveness by focusing on standards based instruction, increasing the rigor, student engagement, and personalizing learning for all students (Invest in Human Capital, Provide Empowering Environments).

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 and developing common assessments during weekly Professional Learning Communities.

PD Opportunity 1

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

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 9/8/2015 to 6/3/2016

PD Opportunity 2

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

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 8/25/2015 to 6/3/2016

PD Opportunity 3

Targeted and differentiated professional development will be provided based on individualized teachers' needs.

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 9/8/2015 to 6/3/2016

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.

G1.B2.S1 It is necessary to build capacity by providing ongoing professional development on standards based planning and instructional strategies.

PD Opportunity 1

Weekly professional development will be provided for all instructional staff.

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 9/8/2015 to 6/3/2016

G2. Apopka Elementary will accelerate student achievement by providing more student support through counseling services, enrichment opportunities, having a more consistent school-wide behavior system, after school programs, student government opportunities, and increasing our business partnership (Narrow Achievement Gaps, Accelerate Student Performance).

G2.B2 The resources needed to reach out more to the community and increase our business partnerships in order to build strong bond and sustainable engagement with the Apopka community.

G2.B2.S1 Apopka Elementary will have an official Partners in Education Coordinator that will be in charge of reaching out to the community and planning partnership activities with local businesses.

PD Opportunity 1

Assign an official Partners in Education Coordinator

Facilitator

District Partners in Education

Participants

Tanya Tolentino, Ileana Betancourt, Partners in Education Coordinators

Schedule

Annually, from 8/17/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Time will be dedicated for all grade levels to have weekly Professional Learning Communities, standards based lesson planning, and data analysis meetings.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	100-Salaries	1282 - Apopka Elementary	General Fund		\$1,500.00
2	G1.B1.S1.A2	School-wide professional development on Standards Based Planning and Rigorous Instructional Practices will be provided for all instructional personnel and classroom support staff.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	100-Salaries	1282 - Apopka Elementary	General Fund		\$1,500.00
3	G1.B1.S1.A3	Targeted and differentiated professional development will be provided based on individualized teachers' needs.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	100-Salaries	1282 - Apopka Elementary	General Fund		\$1,500.00
4	G1.B1.S2.A1	Conduct standards based formal and informal observations and provide actionable feedback.				\$0.00
5	G1.B2.S1.A1	Weekly professional development will be provided for all instructional staff.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	100-Salaries	1282 - Apopka Elementary	General Fund		\$1,500.00
6	G1.B2.S1.A2	Standards based lesson plans will be monitored on a weekly basis.				\$0.00
7	G1.B2.S2.A1	Conduct quarterly teacher conferences to support teachers in-depth usage of Marzano's Taxonomy and higher order questioning skills.				\$0.00
8	G2.B1.S1.A1	Seek for outside support services for students to fulfill students' needs.				\$0.00
9	G2.B1.S2.A1	Student data will be analyzed to identify students' behavioral and emotional needs. Guidance Counselor, District Psychologist, and Social Worker will work in conjunction to teachers in order to support students and families.				\$0.00
10	G2.B2.S1.A1	Assign an official Partners in Education Coordinator				\$0.00
11	G2.B2.S2.A1	Partners in Education Coordinator will increase partnership with our local businesses.				\$0.00
Total:						\$6,000.00