

# Ortega Elementary School



2014-15 School Improvement Plan

## Ortega Elementary School

4010 BALTIC ST, Jacksonville, FL 32210

<http://www.duvalschools.org/ortega>

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

63%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

67%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

B

C

B

A

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Ortega Museum Magnet partners with area museums to provide hands-on, minds-on learning experiences for students to examine their world, explore their strengths and exhibit their knowledge.

##### **Provide the school's vision statement**

Be a learning community where highly qualified staff, committed students, supportive families, and a community of partnerships work together to create a positive school culture meeting the needs of the 21st century student.

#### School Environment

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

The school learns about students' cultures and builds relationships by utilizing the student climate survey administered at the end of each school year. The teachers also provide students with interest surveys at the beginning of each school year. The information from these interest surveys help teachers build a rapport with their students. Positive behavior is also recognized by teachers through a variety of activities and incentives for individuals, groups, or whole class, such as classroom tickets, treasure chest, lunch bunch, visual representations, etc.

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

Ortega creates a school environment to help students feel safe by implementing a variety of strategies such as CHAMPS expectations for the hall, restrooms, cafeteria, auditorium, and playground, which are taught, posted and monitored. Faculty and staff are also posted in and around the building strategically to ensure all areas of the campus are covered before and after school. Key personnel have been strategically placed in specific areas such as our PE Coach, who is out at buses so that students see a consistent and friendly face each and every morning and afternoon. Patrols are also placed strategically around the campus to help monitor. A "Red Bag" system has been implemented as well. This bag goes with classes everywhere they go as it contains important emergency information such as class rosters, students with medication needs, evacuation plans, etc. Drills will be carried out throughout the year to ensure all parties involved know and understand their role. All students are tagged on the first day of school with either a bus tag indicating their bus number or an assigned car number to ensure an accurate dismissal process. This year we have also organized a new Student Council for students in Kindergarten through fifth grade. The club has a faculty sponsor and has carried out elections. These students will participate in a variety of activities however, their primary role is to be a voice for their peers.

##### **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**

Our school wide behavioral system is in place to ensure student engagement is maximized and ensures students feel safe in and around the school campus. First and foremost our students are



trained on the Code of Conduct the first week of school. They are reminded about the expectations during our quarterly "Principal Chats". Teachers are also trained on the Code of Conduct during preplanning and are tasked with enforcing and using the language from the Code of Conduct to maintain consistency. Our students are also expected to follow the Ortega Guidelines for Success and the CHAMPS expectations which are strategically posted around the school. Students are recognized for exhibiting the school character traits during the monthly Flag Raising ceremonies. These character traits are built around our Guidelines for Success. Individual students can also be recognized via a positive referral when caught doing something good. There are other opportunities for students to be recognized by other adults in and around the building via our COMPLIMENT system which, along with our positive referrals, are broadcasted on our Morning Show with the Ortega News Crew each day. The resource teachers have also begun rewarding students for exceptional behavior during resource class. In PE, the class with the best participation and behavior for the month is awarded the Golden Sneaker Award and six students are selected each month for outstanding behavior during music. These, too, are announced at Flag Raising Ceremonies each month. Our Foundations team meets monthly to discuss whether or not changes are made and how to best move forward.

**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**

The school ensures the social and emotional needs are met with each and every student through a variety of ways. Our full time guidance counselor not only has an open door policy but also has a system in place where students can "sign up for an appointment". Our Guidance Counselor also conducts classroom guidance lessons with all students on topics ranging from how to make friends to dealing with a bully. Teachers also enforce the skills by incorporating the Second Step Bully Prevention Program into their everyday curriculum. Most recently we have created the "VIPs", where students who have had a history of either behavior, social, or emotional concerns, have been paired up with a mentor, which is another adult within the school who they do not normally make contact with daily. This will provide the student with another adult in which they can count on daily. The "VIPs" were developed based on student climate survey data.

**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?**

No

**PIP Link**

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

**Description**

The school works at building positive relationships with families by utilizing a variety of means of communication. The principal does a monthly school newsletter that goes home the first Friday of each month. Connect Duval, our automated phone system, is also utilized to send messages to parents in masse. Recently the principal has created a new parent distribution list for all parents who are interested in being part of an email "Weekly Update". Teachers send regular updates to the parents in the forms of progress reports, report cards, weekly updates and daily messages in the planner. We also encourage our families to attain their user ID and password for the Parent Portal Online Grading System. Our school works to create events where families can work to strengthen

academics through our Family Academic Nights, Exhibit Nights, Muffins with Mom, Donuts with Dad, Dudes Do Read, PTA, and SAC.

**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**

As a museum magnet school, we have worked hard to create partnerships with local museums that support and help to sustain the museum magnet program. A few of the partnerships include The Museum of Science and History (MOSH), Museum of Contemporary Art (MOCA), Cummer Museum of Arts and Garden, The St. Augustine Lighthouse and the Smithsonian Institute in Washington DC. The museums and our faculty have collaborated in order to provide meaningful field trips to classrooms outside the school. Some of the stakeholders not only provide learning opportunities for the students, but professional development for our teachers as well. Most recently we have been invited to participate in the National Association of Museum Schools as it embarks on its inaugural year. The invitation included the opportunity to present at the National Conference in Atlanta Georgia in the summer of 2015. Our school also recognizes faith based partnerships such as our longstanding relationship with St. Marks Episcopal School and Church. They provide opportunities for our students to participate in their after school chorister program as well as serve as reading buddies to our kindergarten students. The Riverside Rotary, our local chapter, continues to partner with our school to provide dictionaries to all of our third graders, campus clean up events, and participation on the School Advisory Committee.

**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
Brannan, Stephanie	Principal
White, Shawna	Assistant Principal
Boettger, Jennifer	Instructional Coach
Berges, Virginia	Guidance Counselor

**Duties**

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

The Leadership team meets weekly to discuss school wide practices observed through walkthroughs and observations to ensure systems are in place that improve student achievement. All classes are monitored weekly and are provided with follow up as needed. The leadership team participates in scheduled weekly grade level planning sessions to assist with collaborative planning and the creation of assessments. Based on these observations, planning sessions and student data, professional development is determined. Members of the leadership team stay abreast of current best practices and continually research materials that will enhance instruction.

***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**

The school leadership team utilizes teacher, student and parent survey results from the previous year to determine areas in need of improvement. This information in conjunction with formal and informal observations and walkthroughs help provide an academic focus while maintaining a positive culture. Based on this information the leadership team then determines how to best utilize district funds such as SAI dollars in order to provide resource and personnel that are aligned to the school's goals. Beginning in January an after school tutoring program will be implemented that targets students in the lower quartile in reading and math. The leadership team also collaborates with the School Advisory Committee in order to create the Mid-Year Stakeholders Report.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Stephanie Brannan	Principal
Gail Hadden	Teacher
John Roberts	Business/Community
Susie Moore	Business/Community
Susan Geiger	Parent
Clare Charnley	Parent
Renata Henderson	Parent
Ken Davis	Business/Community

**Duties**

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

***Evaluation of last year's school improvement plan***

The School Advisory Committee reviews the strategies and progress of last year's plan in order to help provide input into the current school improvement plan. They also are provided the opportunity to participate in the mid-year review.

***Development of this school improvement plan***

The SAC Committee has input into the School Improvement Plan at the first SAC meeting. The SAC is also responsible for reviewing the plan at mid-year as well as at the end of the year in order to provide suggestions for improvement.

***Preparation of the school's annual budget and plan***

The School Advisory Committee reviews the budget that is recommended by the Shared Decision Making team. The Committee also reviews the schools goals and progress in order to determine how SAC funds can best be utilized.

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

School Improvement Funds that were allocated last year were approximately \$2100.00 and were used to purchase three Listening Stations for first grade. It was the intent of the district to fund a

listening station for every kindergarten and first grade classroom as part of the Innovations for Learning (part of our QZAB grant). However, due to limited funds, the district was only able to purchase for kindergarten classrooms. The listening stations included mp3 players, headphones, first grade level text, etc.

**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
Brannan, Stephanie	Principal
White, Shawna	Assistant Principal
Boettger, Jennifer	Instructional Coach

#### Duties

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team will focus on:

- Response to Intervention
- Using the CCSS for grades K-5
- Classroom observations
- Conducting vertical articulation meetings
- Curriculum Alignment (ensuring curriculum and assessments align to standards and student needs)
- Analysis of data and student work
- Examining FSA Specifications to ensure a high level of complexity.

The Literacy Leadership Team are also members of the School Based Literacy Committee, which meets monthly, to help organize reading events such as Parent Literacy Night, Reading Celebration Week, Dudes Do Read, and the School Wide Book Fair.

### 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**

Teachers are provided with a variety of collaborative opportunities to plan together. Schedules ensure that teachers have three days of common planning time each week. One of these days, teachers meet with administrators and the reading coach to review data and make necessary adjustments to the curriculum. There is also a seven week rotating schedule to allow for grade levels to meet for two hours of uninterrupted PLC time on their assigned Monday, in order to work on aligning curriculum, develop assessments, or analyze data. In order to incorporate vertical planning, the schedule has built in professional development flex time on non-early dismissal Wednesdays. Teachers also participate on subject based committees on a monthly basis to assist with planning parent academic nights, reviewing the school improvement plan, determining additional professional development needs and participating in professional book studies.

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

- District Provided Professional Development
- Monthly New Teacher Meetings
- Assigning new teachers a mentor
- Creating a "family" environment
- Soliciting referrals from current employees
- Professional Development Workshops

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

Shaun Bennett (mentor- Gail Hadden) Mrs. Hadden is a veteran teacher who has been at Ortega for almost 21 years and has been in education for 27 years. She works well with and knows the majority of the students. She has great classroom management and can provide assistance to Mr. Bennett as he works with all grade levels. She will continue to mentor Mr. Bennett as he completes his Mentoring and Induction for Novice Teachers (MINT) program.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

The leadership team ensures the school's core instructional programs and materials that are provided by the district, are aligned to the Florida Standards by collaborating with the grade level teams to look at the standards, the test item specifications and the assessments and make adjustments as needed. This is done during grade level meetings and Professional Learning Community Meetings. Additional resources are purchased as needed to support the instructional programs.

#### **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***

The school uses data from a variety of sources, including informal and formal assessments. At the beginning of the year, teachers administer assessments such as FLKRS, District Curriculum Guide Assessments, DAR, and I-Ready to determine where students are currently performing. Based upon all of this data, the teachers design lessons and center rotations that meet the needs of individual students. During grade level meetings and PLC meetings, the leadership team reviews the current data in order to design lessons that meet the needs of all students. When students are struggling with meeting the benchmark expectations, the teachers plan for small group or individualized instruction in order to provide Tier 2 and Tier 3 interventions.

***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: 179**

The students who are enrolled in extended day have the benefit of receiving homework assistance as well as additional time on the computer to utilize programs such as i Ready, Achieves 3000 and eventually Write to Learn.

**Strategy Rationale**

To provide additional time/ assistance for students of working parents.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Brannan, Stephanie, shepards@duvalschools.org

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

The Leadership team pulls school wide data and monitors the usage, progress and areas for concern.

**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**

Ortega Elementary pre-screens all incoming kindergarten children to assess basic reading and math skills. The school holds an Orientation prior to school beginning to allow parents and children an opportunity to become acclimated with the environment in an elementary school setting. There are also magnet tours held each year so that parents and their students can have the opportunity to walk the campus. These tours are offered numerous times in the month of January and February and include day and evening times in order to better accommodate working parents. The district tours are also beneficial for our fifth grade students to tour middle schools in order to make the best selection possible. Our fifth graders are also invited to nearby middle schools for a short tour of their neighborhood middle school.

**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.** Based on student surveys, 67% of students felt they were respected. Our goal is to increase this by 20% by improving the students' learning environment through providing increased opportunities for restorative justice, building a respectful community among the population and school wide positive reinforcement.
- G2.** Structure professional learning communities to improve lesson planning that enhances rigor, engagement, ownership and student understanding within all content areas.
- G3.** To increase student ownership of data through personal data folders
- G4.** The goal is to improve instructional rigor by implementing the use of interactive learning journals and differentiating small group instruction/ center rotations.

## 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.** Based on student surveys, 67% of students felt they were respected. Our goal is to increase this by 20% by improving the students' learning environment through providing increased opportunities for restorative justice, building a respectful community among the population and school wide positive reinforcement. 1a

 G046260

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- - Positive referral forms - Incentives for rewarding students - PBIS (Positive Behavioral Interventions and Supports) Professional Development

**Targeted Barriers to Achieving the Goal** 3

- Students' and teachers' perceptions of what constitutes respectful behavior

**Plan to Monitor Progress Toward G1.** 8

Students will participate in a climate survey.

**Person Responsible**

Shawna White

**Schedule**

Semiannually, from 12/5/2014 to 6/5/2015

**Evidence of Completion**

Survey results



**G2.** Structure professional learning communities to improve lesson planning that enhances rigor, engagement, ownership and student understanding within all content areas. 1a

G046246

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	77.0
FCAT 2.0 Science Proficiency	69.0

**Resources Available to Support the Goal** 2

- Master Schedule - Curriculum Guides - Professional Development books and websites - Template/ protocol for planning

**Targeted Barriers to Achieving the Goal** 3

- Teacher use of unstructured use of common planning time

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

The leadership team will conduct walk throughs, CAST observations, student conversations, and data chats.

**Person Responsible**

Stephanie Brannan

**Schedule**

Weekly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Walk through forms, CAST observation forms with feedback, student work and data chat forms.

**G3. To increase student ownership of data through personal data folders** 1a

G046151

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	77.0
FCAT 2.0 Science Proficiency	69.0

**Resources Available to Support the Goal** 2

- - Individual data folders - Data tracking sheets

**Targeted Barriers to Achieving the Goal** 3

- Teachers ensuring there is a consistent process or routine in place for how and when students will track their own data.

**Plan to Monitor Progress Toward G3.** 8

Student data folders will be reviewed quarterly by classroom teachers. The leadership team will also preview the data folders to ensure they are being implemented.

**Person Responsible**

Stephanie Brannan

**Schedule**

Quarterly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Student data folders and feedback notes from classroom teacher and leadership team

**G4.** The goal is to improve instructional rigor by implementing the use of interactive learning journals and differentiating small group instruction/ center rotations. 1a

G044129

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	77.0
FCAT 2.0 Science Proficiency	69.0

**Resources Available to Support the Goal** 2

- Reading -Notebooks/ Interactive Journals -Graphic organizers -Variety of complex texts in order to support small group instruction -Variety of small group level/age-appropriate, common core, small group activities. -Multiple assessments -Professional Development Resources
- Math/ Science -Notebooks/ Interactive Journals -Graphic organizers -Math manipulatives -Hand-on, Inquiry based activities -Multiples assessments -Variety of nonfiction, complex texts in order to support small group instruction in science -Professional Development Resources

**Targeted Barriers to Achieving the Goal** 3

- Full implementation of Curriculum Guides leaves minimal time for center rotations
- Teachers have minimal knowledge of resources available for varying levels of student needs.

**Plan to Monitor Progress Toward G4.** 8

The leadership team will review district assessment data quarterly to determine whether students are meeting benchmark requirements.

**Person Responsible**

Stephanie Brannan

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student performance data from Curriculum Guide Assessments, i-Ready, and Achieves 3000

## 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.** Based on student surveys, 67% of students felt they were respected. Our goal is to increase this by 20% by improving the students' learning environment through providing increased opportunities for restorative justice, building a respectful community among the population and school wide positive reinforcement. **1**

 **G046260**

**G1.B1** Students' and teachers' perceptions of what constitutes respectful behavior **2**

 **B114545**

**G1.B1.S1** The Foundations team will clearly define school wide expectations of what respect looks and sounds like. **4**

 **S126082**

### Strategy Rationale

To ensure everyone (administration, teachers and students) have the same understand of what respect looks and sounds like within our school.

### Action Step 1 **5**

Administration will attend PBIS professional development and then meet with the Foundations team in order to facilitate professional development for the teachers.

### Person Responsible

Stephanie Brannan

### Schedule

Semiannually, from 9/25/2014 to 6/5/2015

### Evidence of Completion

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

Positive referrals and class COMPLIMENTS will be given ongoing throughout the year.

**Person Responsible**

Stephanie Brannan

**Schedule**

Daily, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

Positive Referral forms, and COMPLIMENTS tracking sheet

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

Foundations team will meet to determine the effectiveness by reviewing the number of positive referrals and the number of compliments given.

**Person Responsible**

Shawna White

**Schedule**

Quarterly, from 10/24/2014 to 6/5/2015


***Evidence of Completion***

Meeting minutes, positive referrals, and COMPLIMENT tracking form


**G2.** Structure professional learning communities to improve lesson planning that enhances rigor, engagement, ownership and student understanding within all content areas. 1

 G046246

**G2.B1** Teacher use of unstructured use of common planning time 2

 B114486

**G2.B1.S1** Provide teachers with a structure to guide their lesson planning sessions. 4

 S126009

### **Strategy Rationale**

This process will help to provide a focus for teachers during their planning sessions.

### **Action Step 1** 5

Create a master resource schedule which allows for common planning time three days per week as well as a seven week rotation schedule, allowing for a large block of additional, uninterrupted planning time for all grade levels.

#### **Person Responsible**

Stephanie Brannan

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Master resource schedule and administrations calendars/ logs

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

The leadership team will participate in the planning sessions and follow up by conducting walk throughs and CAST observations to determine the fidelity of implementation.

#### **Person Responsible**

Stephanie Brannan

#### **Schedule**

Weekly, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Walk through forms, administrators calendars/ logs, Month at a Glance (MAGs), and grade level meeting minutes

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

Administration will conduct CAST observations to determine if planned lessons are providing the high levels of rigor, engagement, and opportunities for students to demonstrate understanding and ownership.

**Person Responsible**

Stephanie Brannan


**Schedule**

Weekly, from 10/1/2014 to 4/30/2015


***Evidence of Completion***

CAST observation forms with feedback

**G3. To increase student ownership of data through personal data folders** 1

 G046151

**G3.B1** Teachers ensuring there is a consistent process or routine in place for how and when students will track their own data. 2

 B114169

**G3.B1.S1** Teachers who are unfamiliar with the process would be provided with the necessary materials and suggested process by either the leadership team or a colleague who has already successfully demonstrated student ownership of their data. 4

 S125749

**Strategy Rationale**

Teachers already understand the process to use data to drive instruction however in moving forward we want students to be able to track their own data and be able to articulate their progress.

**Action Step 1** 5

Provide materials and provide flex time in the master schedule to allow for master teachers (identified by administration) to meet with colleagues to model and share effective ways to create and utilize student data folders.

**Person Responsible**

Stephanie Brannan

**Schedule**

Quarterly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Individual student data folders, walk through forms, CAST observation forms and teacher data chats.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

The leadership team will conduct classroom walk throughs, observations and teacher data chats to determine if the process is being completed with fidelity.

**Person Responsible**

Stephanie Brannan

**Schedule**

Daily, from 10/1/2014 to 6/5/2015

**Evidence of Completion**

Walk through forms, CAST observation forms, administrators calendar/log



**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Students will conduct student-led conferences to showcase their learning to their parents and their teachers.

**Person Responsible**

Stephanie Brannan

**Schedule**

On 5/29/2015


**Evidence of Completion**

Student data folders, conference schedule, and student conversations


**G4.** The goal is to improve instructional rigor by implementing the use of interactive learning journals and differentiating small group instruction/ center rotations. 1

 G044129

**G4.B1** Full implementation of Curriculum Guides leaves minimal time for center rotations 2

 B108379

**G4.B1.S1** The leadership team meets weekly with each grade level during common planning time to review curriculum guide lessons and reorganize activities to better meet the time constraints. 4

 S119827

**Strategy Rationale**

The restructuring of required lessons allows more time in the subject area blocks to implement center rotations.

**Action Step 1** 5

The leadership team will create a master schedule allowing for common planning time three days a week among grade levels. One of the three days is selected as a designated collaborative planning session.

**Person Responsible**

Stephanie Brannan

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Month at a Glance, lesson plans, grade level meeting minutes, and administration's calendars

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Classroom walkthroughs will be conducted to verify if center rotations are being done daily.

**Person Responsible**

Stephanie Brannan

**Schedule**

Daily, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Walk through feedback forms, CAST observations, lesson plans, and calendars

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** 7

Student work will be assessed to determine effectiveness of center rotations

**Person Responsible**

Stephanie Brannan


**Schedule**

Monthly, from 9/2/2014 to 5/29/2015


***Evidence of Completion***

Data chats, meeting minutes, and student performance data

**G4.B2** Teachers have minimal knowledge of resources available for varying levels of student needs. 2

 B113429

**G4.B2.S1** Provide teachers the opportunity to collaborate across grade levels 4

 S124828

**Strategy Rationale**

Teachers can share what resources they have at each grade level so that others can access them for students who are performing above or below grade level.

**Action Step 1** 5

Provide time on non early dismissal Wednesdays which allows flexible time for vertical learning communities.

**Person Responsible**

Stephanie Brannan

**Schedule**

Biweekly, from 9/17/2014 to 6/3/2015

***Evidence of Completion***

Master Resource Schedule, rotation schedule, and agenda

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

Leadership team will conduct walkthroughs, observations, and monitor lesson plans.

**Person Responsible**

Stephanie Brannan

**Schedule**

Daily, from 9/17/2014 to 6/5/2015

***Evidence of Completion***

Walk through feedback forms, CAST observation forms, lesson plans, small group lesson plans, and student work samples

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7**

Through observations, grade level meetings and student work, we will be able to verify if teachers are using resources that help with differentiation.

**Person Responsible**

Stephanie Brannan

**Schedule**

Biweekly, from 9/24/2014 to 6/5/2015

**Evidence of Completion**

Observation and walk through feedback forms, lesson plans, student work and assessments

**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
G4.B1.S1.A1	The leadership team will create a master schedule allowing for common planning time three days a week among grade levels. One of the three days is selected as a designated collaborative planning session.	Brannan, Stephanie	8/18/2014	Month at a Glance, lesson plans, grade level meeting minutes, and administration's calendars	6/5/2015 weekly
G4.B2.S1.A1	Provide time on non early dismissal Wednesdays which allows flexible time for vertical learning communities.	Brannan, Stephanie	9/17/2014	Master Resource Schedule, rotation schedule, and agenda	6/3/2015 biweekly
G3.B1.S1.A1	Provide materials and provide flex time in the master schedule to allow for master teachers (identified by administration) to meet with colleagues to model and share effective ways to create and utilize student data folders.	Brannan, Stephanie	10/1/2014	Individual student data folders, walk through forms, CAST observation forms and teacher data chats.	6/5/2015 quarterly
G2.B1.S1.A1	Create a master resource schedule which allows for common planning time three days per week as well as a seven week rotation schedule, allowing for a large block of additional, uninterrupted planning time for all grade levels.	Brannan, Stephanie	8/18/2014	Master resource schedule and administrations calendars/ logs	6/5/2015 weekly
G1.B1.S1.A1	Administration will attend PBIS professional development and then meet with the Foundations team in order to facilitate professional development for the teachers.	Brannan, Stephanie	9/25/2014		6/5/2015 semiannually
G1.MA1	Students will participate in a climate survey.	White, Shawna	12/5/2014	Survey results	6/5/2015 semiannually
G1.B1.S1.MA1	Foundations team will meet to determine the effectiveness by reviewing the number of positive referrals and the number of compliments given.	White, Shawna	10/24/2014	Meeting minutes, positive referrals, and COMPLIMENT tracking form	6/5/2015 quarterly
G1.B1.S1.MA1	Positive referrals and class COMPLIMENTS will be given ongoing throughout the year.	Brannan, Stephanie	10/1/2014	Positive Referral forms, and COMPLIMENTS tracking sheet	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	The leadership team will conduct walk throughs, CAST observations, student conversations, and data chats.	Brannan, Stephanie	9/2/2014	Walk through forms, CAST observation forms with feedback, student work and data chat forms.	5/29/2015 weekly
G2.B1.S1.MA1	Administration will conduct CAST observations to determine if planned lessons are providing the high levels of rigor, engagement, and opportunities for students to demonstrate understanding and ownership.	Brannan, Stephanie	10/1/2014	CAST observation forms with feedback	4/30/2015 weekly
G2.B1.S1.MA1	The leadership team will participate in the planning sessions and follow up by conducting walk throughs and CAST observations to determine the fidelity of implementation.	Brannan, Stephanie	8/18/2014	Walk through forms, administrators calendars/ logs, Month at a Glance (MAGs), and grade level meeting minutes	6/5/2015 weekly
G3.MA1	Student data folders will be reviewed quarterly by classroom teachers. The leadership team will also preview the data folders to ensure they are being implemented.	Brannan, Stephanie	10/1/2014	Student data folders and feedback notes from classroom teacher and leadership team	6/5/2015 quarterly
G3.B1.S1.MA1	Students will conduct student-led conferences to showcase their learning to their parents and their teachers.	Brannan, Stephanie	5/1/2015	Student data folders, conference schedule, and student conversations	5/29/2015 one-time
G3.B1.S1.MA1	The leadership team will conduct classroom walk throughs, observations and teacher data chats to determine if the process is being completed with fidelity.	Brannan, Stephanie	10/1/2014	Walk through forms, CAST observation forms, administrators calendar/log	6/5/2015 daily
G4.MA1	The leadership team will review district assessment data quarterly to determine whether students are meeting benchmark requirements.	Brannan, Stephanie	8/18/2014	Student performance data from Curriculum Guide Assessments, i-Ready, and Achieves 3000	6/5/2015 quarterly
G4.B1.S1.MA1	Student work will be assessed to determine effectiveness of center rotations	Brannan, Stephanie	9/2/2014	Data chats, meeting minutes, and student performance data	5/29/2015 monthly
G4.B1.S1.MA1	Classroom walkthroughs will be conducted to verify if center rotations are being done daily.	Brannan, Stephanie	9/2/2014	Walk through feedback forms, CAST observations, lesson plans, and calendars	5/29/2015 daily
G4.B2.S1.MA1	Through observations, grade level meetings and student work, we will be able to verify if teachers are using resources that help with differentiation.	Brannan, Stephanie	9/24/2014	Observation and walk through feedback forms, lesson plans, student work and assessments	6/5/2015 biweekly
G4.B2.S1.MA1	Leadership team will conduct walkthroughs, observations, and monitor lesson plans.	Brannan, Stephanie	9/17/2014	Walk through feedback forms, CAST observation forms, lesson plans, small group lesson plans, and student work samples	6/5/2015 daily

## 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.** Based on student surveys, 67% of students felt they were respected. Our goal is to increase this by 20% by improving the students' learning environment through providing increased opportunities for restorative justice, building a respectful community among the population and school wide positive reinforcement.

**G1.B1** Students' and teachers' perceptions of what constitutes respectful behavior

**G1.B1.S1** The Foundations team will clearly define school wide expectations of what respect looks and sounds like.

### PD Opportunity 1

Administration will attend PBIS professional development and then meet with the Foundations team in order to facilitate professional development for the teachers.

#### Facilitator

Administration and Foundations Team

#### Participants

All teachers

#### Schedule

Semiannually, from 9/25/2014 to 6/5/2015

**G3. To increase student ownership of data through personal data folders**

**G3.B1** Teachers ensuring there is a consistent process or routine in place for how and when students will track their own data.

**G3.B1.S1** Teachers who are unfamiliar with the process would be provided with the necessary materials and suggested process by either the leadership team or a colleague who has already successfully demonstrated student ownership of their data.

**PD Opportunity 1**

Provide materials and provide flex time in the master schedule to allow for master teachers (identified by administration) to meet with colleagues to model and share effective ways to create and utilize student data folders.

**Facilitator**

Leadership Team

**Participants**

Classroom teachers

**Schedule**

Quarterly, from 10/1/2014 to 6/5/2015

**G4. The goal is to improve instructional rigor by implementing the use of interactive learning journals and differentiating small group instruction/ center rotations.**

**G4.B1** Full implementation of Curriculum Guides leaves minimal time for center rotations

**G4.B1.S1** The leadership team meets weekly with each grade level during common planning time to review curriculum guide lessons and reorganize activities to better meet the time constraints.

**PD Opportunity 1**

The leadership team will create a master schedule allowing for common planning time three days a week among grade levels. One of the three days is selected as a designated collaborative planning session.

**Facilitator**

Principal, Assistant Principal and Reading Coach

**Participants**

All classroom and ESE teachers (grade levels)

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**G4.B2** Teachers have minimal knowledge of resources available for varying levels of student needs.

**G4.B2.S1** Provide teachers the opportunity to collaborate across grade levels

**PD Opportunity 1**

Provide time on non early dismissal Wednesdays which allows flexible time for vertical learning communities.

**Facilitator**

Stephanie Brannan, Shawna White and/or Jen Boettger

**Participants**

Classroom and ESE teachers

**Schedule**

Biweekly, from 9/17/2014 to 6/3/2015



## 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