

# Oceanway Elementary School



2014-15 School Improvement Plan

## Oceanway Elementary School

12555 GILLESPIE AVE, Jacksonville, FL 32218

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

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

60%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

27%

### School Grades History

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

### 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
Focus	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**

The faculty and staff at Oceanway Elementary School believe we must work together, in a positive manner, to engage students in meaningful work, in order to create lifelong learners.

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

Oceanway Elementary School will be a school where everyone works together to create a positive, safe environment, where all students can meet the standards in a rigorous, hands-on learning environment.

#### School Environment

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

Oceanway Elementary has a number of ways that we celebrate the various cultures and create relationships with our students. Teachers build relationships by getting to know individual students. They conduct individual student conferences where they learn about the students learning styles, book preferences, and set academic goals. Students track their goals in their data notebooks. We celebrate students individual successes through the school wide "I Got Caught" program. This program celebrates a student when they have done a good deed. The student gets recognized by their teacher and then sent to the office, where they receive a sticker and their name is entered into a drawing for a gift card. Through the Social Studies curriculum, cultures are discussed and recognized.

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

Oceanway Elementary has a very safe and secure campus. The building is fully inclosed, allowing no outside access to classrooms. Before school, students enter the building and go directly to the hallway outside their classroom. There are teachers on duty in every hallway to monitor student behavior and help students. During school, students are taught Second Step lessons that help them deal with emotions, positive behaviors, bullying, and dealing with tough situations effectively. Students attend an assembly with the Assistant Principal where they discuss school rules and the student code of conduct. During the assembly, we discuss rewards and consequences that are associated with following or breaking the rules. Students also receive lessons from the school guidance personnel. These lessons help create a positive school environment. After school, students are escorted to their dismissal locations. Each dismissal location has teachers from every grade level present to help students get home safely.

##### **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**

Oceanway Elementary uses C.H.A.M.P.s in every classroom as school wide behavior system. In addition, we use a flip card system in each room so that students see their behavior grade and can work to improve it. At the start of each school year, students attend an assembly on the student code of conduct and school rules. The code of conduct for Duval County has set consequences for each



Code of Conduct violation. This keeps all consequences consistent. Teachers and parents have access to the Code of Conduct online, so that they may read and understand the rules and consequences. Oceanway Elementary also has rules and rewards in the cafeteria. Students in each class have the opportunity to earn a point each day for positive class behavior in the cafeteria. After every 20 points a class earns, a different reward is given. Rewards include popcorn, ice cream, and pizza parties.

**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**

Oceanway Elementary has a full time school counselor. The school counselor pulls small groups of students daily to work on social-emotional lessons. In addition, the school counselor visits every classroom to conduct lessons on emotions. Students can also be referred to the counselor on an individual need basis. Students that are struggling with their behavior receive a mentor and a personal behavior plan. This plan allows them to check in with their mentor twice a day. If they reach their personal behavior goals, they are rewarded. Students that are struggling in school that are within our bottom quartile are also given a mentor. This mentor meets with the students to help build a positive relationship at school.

**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**

Oceanway Elementary School identifies students that have frequent absences each month. If a student is absent for 2 consecutive days, the classroom teacher calls home to check on the student. After 3 consecutive days absent, administration calls home. If a student is excessively absent, the parents will have to attend an Attendance Intervention Meeting. At this meeting, the parents meet with a truency officer and members of the school to create a positive attendance plan. Oceanway has attendance incentives each month. At the end of the month, each student with perfect attendance for the month is entered into a drawing for Wal-Mart gift cards. 6 gift cards are given away each month. The parents of all students with perfect attendance are also entered into a monthly drawing for gift cards and prizes. This year, Oceanway Elementary will be having quarterly AttenDances. Only students with perfect attendance for the quarter will be invited to attend this fun dance. Oceanway Elementary assigns adult mentors to students with frequent discipline issues. This adult checks in with the student frequently to help them become more accountable. In addition, these students meet with the School Counselor for behavior groups. Students that are struggling to meet the standards receive extra help through our school-wide RtI Tier II intervention program. This allows students to work in a small group with a teacher for an additional 30 minutes a day. In addition, we have a reading interventionist that works with overage students and student in need of Tier III interventions.

**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	5	7	7	12	3	5	39
One or more suspensions	0	0	0	1	1	4	6
Course failure in ELA or Math	9	2	0	5	1	0	17
Level 1 on statewide assessment	0	0	0	38	43	51	132

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

Indicator	Grade Level		Total
	K	3	
Students exhibiting two or more indicators	1	1	2

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

Students that are struggling to meet the standards receive extra help through our school-wide RtI Tier II intervention program. This allows students to work in a small group with a teacher for an additional 30 minutes a day. Teachers meet with the school based coaches every 6 weeks to look at individual student data and group students based on individual needs into a tier II RtI program. In addition, we have a reading interventionist that works with overage students and student in need of Tier III interventions. These students receive additional reading time in pull out intervention. Oceanway Elementary will be hosting after school tutoring for students in grades 2-5 that are struggling in math. This program will be held twice weekly beginning in January.

**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**

**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**

Oceanway Elementary recruits and retains a variety of Business partners. We have sent teachers, faculty, and staff out to local businesses to promote a partnership. Businesses help us in a variety of ways including providing meals and incentives for teachers in order to boost the culture, rewards for students and parents to promote school attendance, supplies and volunteers to help grow and build the school garden, volunteers to read to classes and with struggling students, and rewards for students with good grades.

**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
Sneddon, Jackie	Principal
Mikell, Kelly	Instructional Coach
Heath, Brandi	Teacher, K-12

## Duties

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

Jackie Sneddon, Principal: Provide a common vision for the use of data-based decision making, ensure that the teachers are implementing the curriculum with fidelity, manages school schedules to use support staff effectively, ensures that the shared decision making process is used effectively, communicates with parents in order to gain a partnership between school and home.

Tumika Mondy, Assistant Principal: Provide a common vision for the use of data-based decision making, ensure that the teachers are implementing the curriculum with fidelity, manages school schedules to use support staff effectively, ensures that the shared decision making process is used effectively, communicates with parents in order to gain a partnership between school and home.

Michelle Mikell, Reading Coach: Provides teachers with professional development in the area of reading. Attends common planning time with each grade level, in order to help teams plan effectively. Models effective teaching with new and struggling teachers. Michelle serves as the chairman for the Reading PLC.

Marissa Pinter, Math Coach: Provides teachers with professional development in the area of math. Attends common planning time with each grade level, in order to help teams plan effectively. Models effective teaching with new and struggling teachers. Marissa serves as the chairman of the Math PLC.

Brandi Heath, Reading Interventionist: Works with students in Tier III Rtl. Works with leadership to ensure students that are struggling are receiving the necessary interventions. Meets with teachers each month to look at students in need of Rtl to plan and implement interventions. Brandi serves as the chairman of the Writing PLC.

Sandy Pope, 3rd Grade Teacher: Provides teachers with professional development as the chairman of the Science PLC. Ms. Pope works with the administration to look at school-wide science data and share the data with the teachers.

Rebecca Stevicks, Pre-Kindergarten Teacher: Provides teachers with professional development as the chairman of the Foundations PLC. Ms. Stevicks works with the administration to look at school-wide safety, discipline, and attendance data.

### ***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-based leadership team responsible for the MTSS process meets monthly to look at student data and make decisions on the Rtl process. Teachers submit the names of students they feel need the next level of Rtl to the team. The teachers are then required to gather data on their Tier I instruction. Teachers present their data to the team. If the team agrees that Tier II interventions are needed, the student will proceed to Tier II. Tier II intervention curriculum has been purchased by the district. Each teacher has 30 minutes of Rtl intervention time built into their daily schedules in order to meet the needs of our students. Every month we monitor the data of our Tier II students to look for progress and growth. After 6 weeks in Tier II, we meet with teachers again to discuss the intervention and progress. If no progress is seen, we move students to Rtl Tier III services. This intervention takes

place outside of the classroom with our Reading Interventionist. The curriculum for Tier III interventions has been purchased by the district.

This year Oceanway Elementary School is taking part in the Community Eligibility Option which allows for every student in our school to receive free breakfast and lunch everyday. With our Title I money, we were able to purchase additional supports for our school. This included a reading interventionist, a full time science lab teacher, and a paraprofessional. All of these additional resources in our school will be used to help our students meet and exceed the standards. With the money we received for parent involvement, we have purchased a wide range of parent check-out materials and supplies that will be used to strengthen our parent involvement room. This will allow our school to make a stronger connection between the school and home. Parents were invited out to our annual Title I meeting and we had over 300 parents attend. Four additional Title I nights have been planned. We will be providing parents with some light refreshments and door prizes in attempt to increase involvement.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Jackie Sneddon	Principal
Guy Smith	Business/Community
Ilesha Bennett	Parent
Michelle Drury	Education Support Employee
Krista Higginbotham	Parent
Theresa Scarborough	Education Support Employee
Amber Ferrell	Teacher
Andy Morlock	Parent
Andrea Francois	Parent
Nikki Mize	Parent

**Duties**

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

*Evaluation of last year's school improvement plan*

The SAC received a a copy of the school improvement plan. The administration presented the plan to the SAC and received feedback. The SAC felt that getting parents involved is a key to increased student achievement. We used their suggestions to strengthen the parent involvement plan.

*Development of this school improvement plan*

The SAC received a draft version of the School Improvement Plan and provided the school with their input.

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

The SAC provides input on the schools parent involvement budget and determines how the money will be spent.

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

SAC money will be spent to purchase additional educational items for the parent involvement check out room. In addition, the SAC money was used to purchase 7 iPads for student use. These will help our students engage in both reading and math through interactive apps.

**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
	Other
Sneddon, Jackie	Principal
Mikell, Kelly	Instructional Coach
Heath, Brandi	Teacher, K-12

**Duties**

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

The major initiatives of the LLT is to support new and veteran teachers while planning and implementing strategies to improve students' performance in reading. Members of the LLT are conducting a book study on increasing reading performance of struggling students. They use the information they learn through their book study to provide professional development for other members of our faculty. The LLT implements some wonderful events throughout the year that engage the parents and the community. Each year we host a parent reading night, where parents learn about the standards at each grade level and how they grow. Parents also learn strategies for helping their students with reading. Oceanway also hosts a writing night, where parents can see what is expected of their students as writers. Each year, Oceanway Elementary hosts a Read-a-Thon. The Read-a-Thon brings dozens of parents and community members into the school. During the Read-a-Thon, volunteers visit several classrooms and read to the students. Finally, each year Oceanway Elementary has a book character dress-up day. On this day, students dress up as their favorite book character and go on a parade around the school with their favorite book in hand.

**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 on all grade levels have 45 minutes of common planning time daily. Every Tuesday, teachers meet with the Reading Coach and either the Principal or Assistant Principal to plan reading lessons based on The Florida Standards and The Florida Standards Assessment test item specifications. Every Thursday, teachers meet with the Math Coach and either the Principal or Assistant Principal to plan math lessons based on The Florida Standards and The Florida Standards Assessment test item

specifications. Once a month, teachers meet with the coaches and the interventionist, as well as administration to plan Tier II Rtl instruction and identify the students that are in need.

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

In an effort to recruit highly qualified teachers, our Professional Development Facilitator (PDF) works with several local colleges to obtain interns within our school. Having interns in the school allows us to work with individual prospective candidates for the future. The Principal and Assistant Principal also use the districts application system to review candidate information in order to select highly qualified candidates. In order to retain our highly qualified teachers, we have worked to create a positive school culture. Every new teacher receives a mentor to help them adapt to the school and assist in developing the teacher. All teachers meet weekly with their grade levels for common planning time. This helps teachers to work together to build lesson plans and assessments. Each teacher is a member of a professional learning community (PLC) where they work together to build a specific subject area. We have a well developed Sunshine Committee that plans and implements many school wide events to build camaraderie.

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

Each of our new teachers is assigned a mentor that has been through the Clinical Education Training (CET) program. These mentors assist new teachers in the completion of the Teacher Induction Program through Duval County.

Crystal Scarborough is being mentored by Becky Stevicks. Crystal is a first year teachers who has been paired up with Becky Stevicks, a high performing veteran teacher. Ms. Stevicks will be able to help Crystal adjust to the rigor and routines of Oceanway. The mentor and mentee are meeting biweekly to discuss evidence based strategies to meet students' needs. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.

Candice Hatton is being mentored by Amber Ferrell. Candice is a 2nd year teachers who has been paired up with Ms. Ferrell, a high performing veteran teacher. Ms. Ferrell will be able to help Candice adjust to the rigor and routines of Oceanway. The mentor and mentee are meeting biweekly to discuss evidence based strategies to meet students' needs. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.

Kelsi Ketner-Bettis is being mentored by Kim Simmons. Kelsi is a first year teachers who has been paired up with Kim Simmons, a high performing veteran teacher. Ms. Simmons will be able to help Kelsi adjust to the rigor and routines of Oceanway. The mentor and mentee are meeting biweekly to discuss evidence based strategies to meet students' needs. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.

Lisa Bosh is being mentored by Kristi Green. Lisa is a veteran teacher returning to Duval County after several years out of the county. Ms. Green will be able to help Lisa adjust to the rigor and routines of Oceanway. The mentor and mentee are meeting biweekly to discuss evidence based strategies to meet students' needs. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.

Amanda Travis is being mentored by Angela Saffle. Mrs. Travis is a 2nd year teacher who has been paired up with Ms. Saffle, who is a high performing veteran teacher. Ms. Saffle will be able help Mrs. Travis adjust to the rigor and routines of Oceanway. The mentor and mentee are meeting biweekly to discuss evidence based strategies to meet students' needs. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.

Leah Monroe is being mentored by Andy Mathis. Leah is a first year teachers who has been paired up with Mr. Mathis, a high performing veteran teacher. Mr. Mathis will be able to help Leah adjust to the rigor and routines of Oceanway. The mentor and mentee are meeting biweekly to discuss evidence based strategies to meet students' needs. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.



Stephanie Chadwell is being mentored by Sandy Pope. Stephanie is a veteran teacher but is new to Duval County. Ms. Pope will be able to help Stephanie adjust to the rigor and routines of Oceanway. The mentor and mentee are meeting biweekly to discuss evidence based strategies to meet students' needs. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.

Wanda Simmons is being mentored by Brandi Heath. Ms. Simmons is a 2nd year teacher who has been paired up with Ms. Heath, who is a high performing veteran teacher. Ms. Heath will be able help Wanda adjust to the rigor and routines of Oceanway. The mentor and mentee are meeting biweekly to discuss evidence based strategies to meet students' needs. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.

## 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***

Duval County Public Schools provides all teachers with a curriculum guide that lays out each day's lessons and the curriculum materials that are necessary to meet the standards. In addition, the standards coaches and administration meet with teachers twice a week during common planning to write lesson plans based on the standards, using the district provided curriculum guides.

#### 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***

Each month, teachers meet with the coaches, interventionist, and administration to look at individual student data. We use the data to determine student areas of weakness. If students are in need to Tier II intervention services, we determine what the focus will be and schedule the student for services during the school wide RtI block. Teachers also use data to determine literacy and math centers daily. During common planning time, we look at individual student scores and determine strengths and weaknesses in order to create center rotation schedules. After 6 weeks of Tier II RtI services, we meet with teachers to determine if the student will need tier III services or if they are ready to exit the RtI program.

***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:** Extended School Day

**Minutes added to school year:** 10,800

Students an additional hour of reading instruction daily from 3:00-4:00.

**Strategy Rationale**

Oceanway Elementary has more than half of the student population non-proficient in reading. Students will work in small groups with teachers and support personnel to implement reading interventions.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Sneddon, Jackie, [sneddonj@duvalschools.org](mailto:sneddonj@duvalschools.org)

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

iReady Reading and Math scores, CGA scores, DAR reading levels.

**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**

In the spring of 2015, Oceanway Elementary school will host a pre-orientation for neighborhood preschool aged children who will be kindergartners in the 2015-2016 school year. The pre-orientation will include a brief overview of curriculum, a tour of the school, and suggested ideas for parents to work on with their student during the summer. This will be the kick off for kindergarten registration. All incoming Kindergarten students are assessed at the time of registration and at the start of the school year in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Language and Literacy, Mathematics, Social and Personal Skills, Science, Physical Development and Fitness, and Creative Arts

Screening data will be collected using FLKRS and aggregated prior to October 2015. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond the core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice for all academic and/or social emotional skills identified by screening data. Instruction will be delivered through the use of the workshop models and best practice. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and to determine the need for changes in the instructional/intervention programs.

In the spring of 2015, Oceanway Elementary school will send our fifth grade students to Oceanway Middle School for pre-orientation for the 2015-2016 school year. Coordinated with the middle school, the pre-orientation includes a brief overview of curriculum and school policies, a tour of the school, and guidance on submitting their schedule desires.

**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.** During the 2014-2015 school year, Oceanway Elementary will provide more frequent professional development opportunities for teachers in order to increase rigor within the classrooms.
  
- G2.** During the 2014-2015 school year, Oceanway Elementary will utilize center rotations in English Language Arts, Math, and Science in order to differentiate instruction to meet the needs of each student.
  
- G3.** During the 2014-2015 school year Oceanway Elementary will implement the Gradual Release of Responsibility Model with Fidelity in order to meet the needs of all students in Reading, Math, and Science.

## 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.** During the 2014-2015 school year, Oceanway Elementary will provide more frequent professional development opportunities for teachers in order to increase rigor within the classrooms. 1a

G057048

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	63.0
AMO Reading - All Students	65.0
FCAT 2.0 Science Proficiency	42.0

**Resources Available to Support the Goal** 2

- Reading Coach
- Math Coach
- District ELA specialist
- District Math specialist
- District Science Specialist
- Professional Development Library
- By Invitation Only Wednesdays
- Common Planning Time

**Targeted Barriers to Achieving the Goal** 3

- Teachers do not want to give up their planning time to work with others

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

Monitor CGA and i-Ready test scores to look for student growth

**Person Responsible**

Jackie Sneddon

**Schedule**

Quarterly, from 9/16/2014 to 6/5/2015

**Evidence of Completion**

Data Notebook

**G2.** During the 2014-2015 school year, Oceanway Elementary will utilize center rotations in English Language Arts, Math, and Science in order to differentiate instruction to meet the needs of each student.

1a

G057049

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	63.0
AMO Reading - All Students	65.0
FCAT 2.0 Science Proficiency	42.0

**Resources Available to Support the Goal** 2

- Reading Coach
- Math Coach
- Curriculum Guides
- Science Lab Teacher
- School Administrators
- FCRR
- Coaching Cycles
- Reading Interventionist

**Targeted Barriers to Achieving the Goal** 3

- Lack of professional development on effective center rotations

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

We will be reviewing students CGA and iReady scores for both Math and Reading to look for increased student achievement

**Person Responsible**

Jackie Sneddon

**Schedule**

Every 6 Weeks, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Data Notebooks

**G3.** During the 2014-2015 school year Oceanway Elementary will implement the Gradual Release of Responsibility Model with Fidelity in order to meet the needs of all students in Reading, Math, and Science.

1a

G057050

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	63.0
AMO Reading - All Students	65.0
FCAT 2.0 Science Proficiency	42.0

**Resources Available to Support the Goal** 2

- Reading Coach
- Math Coach
- District Coach

**Targeted Barriers to Achieving the Goal** 3

- Lack of time of Professional Development

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

The leadership team will meet monthly to discuss teacher observations and look at student data to determine the effectiveness.

**Person Responsible**

Jackie Sneddon

**Schedule**

Monthly, from 9/8/2014 to 5/29/2015

**Evidence of Completion**

Leadership Team Minutes

## 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.** During the 2014-2015 school year, Oceanway Elementary will provide more frequent professional development opportunities for teachers in order to increase rigor within the classrooms. **1**

 G057048

**G1.B3** Teachers do not want to give up their planning time to work with others **2**

 B144407

**G1.B3.S1** Common Planning will be held twice a week, which will allow teachers to have 3 days of planning time on their own. **4**

 S156572

### Strategy Rationale

This will give teachers an opportunity to work together, with the administration, without causing burnout.

### Action Step 1 **5**

Every Tuesday, teachers will meet with Administration and Coaches to develop Literacy lesson plans based on the Florida Standards that have rigor and student accountability.

### Person Responsible

Jackie Sneddon

### Schedule

Weekly, from 8/26/2014 to 6/4/2015

### Evidence of Completion

Teacher Lesson Plans

## Action Step 2 5

Every Thursday, teachers will meet with Administration and Coaches to develop Math lesson plans based on the Florida Standards that have rigor and student accountability.

### **Person Responsible**

Jackie Sneddon

### **Schedule**

Weekly, from 8/28/2014 to 6/4/2015

### **Evidence of Completion**

Lesson Plans

## Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The administration will be present at each common planning session in order to help ensure fidelity

### **Person Responsible**

Jackie Sneddon

### **Schedule**

Weekly, from 8/26/2014 to 6/4/2015

### **Evidence of Completion**

Common Planning Meeting Minutes

## Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom observations

### **Person Responsible**

Jackie Sneddon


### **Schedule**

Every 6 Weeks, from 9/16/2014 to 5/29/2015

### **Evidence of Completion**

Observation notes

**G1.B3.S2** By Invitation Only Wednesdays will be added **4**

 S156573

**Strategy Rationale**

This allows teachers to attend a half day of professional development in house while a substitute covers their class.

**Action Step 1** **5**

Once per 9 weeks each grade level will meet with the Literacy and Math coach to receive grade level specific professional development.

**Person Responsible**

Kelly Mikell

**Schedule**

Quarterly, from 9/22/2014 to 5/29/2015

***Evidence of Completion***

Meeting Schedules

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** **6**

Administration will meet with coaches prior to the professional development days to ensure the training will be effective

**Person Responsible**

Jackie Sneddon

**Schedule**

Quarterly, from 9/29/2014 to 5/29/2015

***Evidence of Completion***

Meeting Minutes



**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Classroom observations and walk throughs to look for evidence of implementation of new learning

**Person Responsible**

Jackie Sneddon

**Schedule**

Monthly, from 10/6/2014 to 5/29/2015


**Evidence of Completion**

Observation Notes

**G2.** During the 2014-2015 school year, Oceanway Elementary will utilize center rotations in English Language Arts, Math, and Science in order to differentiate instruction to meet the needs of each student. 1

 G057049

**G2.B3** Lack of professional development on effective center rotations 2

 B144411

**G2.B3.S1** Coaches will provide professional development during quarterly By Invitation Only Sessions on effective centers 4

 S156576

**Strategy Rationale**

This will allow teachers to get grade level specific knowledge on centers

**Action Step 1 5**

Every 9 weeks, each grade level will attend 1/2 day training sessions with the reading and math coach

**Person Responsible**

Kelly Mikell

**Schedule**

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

**Evidence of Completion**

By Invitation Only Schedules and Minutes

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Coaches will meet with the Administrators weekly to determine the focus for By Invitation Only and to review the training materials.

**Person Responsible**

Jackie Sneddon

**Schedule**

Weekly, from 9/15/2014 to 5/29/2015

***Evidence of Completion***

Administration Team Meeting Minutes

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Classroom observations and walk-throughs

**Person Responsible**

Jackie Sneddon


**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Observation Notes

**G2.B3.S2** Look at data during weekly common planning time to determine individual student needs to plan centers **4**

 S156577

### **Strategy Rationale**

This will help teachers understand the process of planning centers

### **Action Step 1** **5**

Meet bi-weekly with each grade level during common planning time to look at individual student data

#### **Person Responsible**

Kelly Mikell

#### **Schedule**

Biweekly, from 8/25/2014 to 6/5/2015

#### **Evidence of Completion**

Grade Level Meeting Minutes

### **Action Step 2** **5**

Plan effective centers as a grade level that meet individual and groups of students needs

#### **Person Responsible**

Jackie Sneddon

#### **Schedule**

Biweekly, from 8/25/2014 to 6/5/2015

#### **Evidence of Completion**

Lesson Plans

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Administrators will attend all planning time meetings

**Person Responsible**

Jackie Sneddon

**Schedule**

Biweekly, from 8/25/2014 to 6/5/2015

***Evidence of Completion***

Meeting Minutes

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

Administrators will conduct classroom walk-throughs and observations focused on effective center rotations

**Person Responsible**

Jackie Sneddon

**Schedule**

Every 6 Weeks, from 9/8/2014 to 5/29/2015

***Evidence of Completion***

Observation Notes

**G3.** During the 2014-2015 school year Oceanway Elementary will implement the Gradual Release of Responsibility Model with Fidelity in order to meet the needs of all students in Reading, Math, and Science. 1

G057050

**G3.B1** Lack of time of Professional Development 2

B144412

**G3.B1.S1** Use the coaching cycle for teachers that are struggling to implement the Gradual Release Model 4

S156580

### Strategy Rationale

This method provides 1-on-1 development for the teacher with the school based coach and helps them implement the learning in their classroom

### Action Step 1 5

Identify teachers who are not implementing the gradual release model effectively

#### Person Responsible

Kelly Mikell

#### Schedule

Monthly, from 8/18/2014 to 11/3/2014

#### Evidence of Completion

Classroom observation Notes

### Action Step 2 5

Begin the coaching cycle with teachers that were identified as weak in the Gradual Release Model

#### Person Responsible

Jackie Sneddon

#### Schedule

Weekly, from 9/15/2014 to 11/28/2014

#### Evidence of Completion

Coaching Cycle Notes

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

Monitor the coaching logs to ensure that there are coaching cycles in progress each week.

**Person Responsible**

Jackie Sneddon

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Approved coaching logs

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

Look for an improvement in instruction through CAST and observation data.

**Person Responsible**

Jackie Sneddon


**Schedule**

Every 2 Months, from 10/6/2014 to 6/5/2015

***Evidence of Completion***

Observation notes, CAST scores

**G3.B1.S2** Plan lessons using the Gradual Release Model during common planning time with the administration and coaches **4**

 S156581

### **Strategy Rationale**

This will allow teachers to use several minds in order to come up with lesson plans that meet the Gradual Release Model

### **Action Step 1** **5**

Meet twice weekly with all teachers by grade level to plan lessons using the Gradual Release of Responsibility Model

#### **Person Responsible**

Kelly Mikell

#### **Schedule**

Weekly, from 8/26/2014 to 6/5/2015

#### **Evidence of Completion**

Grade Level Planning Minutes and Lesson Plans

### **Plan to Monitor Fidelity of Implementation of G3.B1.S2** **6**

Either the Principal or Assistant Principal will be sitting in on Common Planning time to ensure that the time is well used.

#### **Person Responsible**

Jackie Sneddon

#### **Schedule**

Daily, from 8/25/2014 to 6/5/2015

#### **Evidence of Completion**

Meeting Minutes

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

Administrators will be observing teachers throughout the year through CAST and walk-throughs looking for implementation of the Gradual Release of Responsibility Model

**Person Responsible**

Jackie Sneddon

**Schedule**

Monthly, from 8/25/2014 to 6/5/2015

**Evidence of Completion**

Observation notes

**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.B3.S1.A1	Every Tuesday, teachers will meet with Administration and Coaches to develop Literacy lesson plans based on the Florida Standards that have rigor and student accountability.	Sneddon, Jackie	8/26/2014	Teacher Lesson Plans	6/4/2015 weekly
G1.B3.S2.A1	Once per 9 weeks each grade level will meet with the Literacy and Math coach to receive grade level specific professional development.	Mikell, Kelly	9/22/2014	Meeting Schedules	5/29/2015 quarterly
G2.B3.S1.A1	Every 9 weeks, each grade level will attend 1/2 day training sessions with the reading and math coach	Mikell, Kelly	9/15/2014	By Invitation Only Schedules and Minutes	6/5/2015 quarterly
G2.B3.S2.A1	Meet bi-weekly with each grade level during common planning time to look at individual student data	Mikell, Kelly	8/25/2014	Grade Level Meeting Minutes	6/5/2015 biweekly
G3.B1.S1.A1	Identify teachers who are not implementing the gradual release model effectively	Mikell, Kelly	8/18/2014	Classroom observation Notes	11/3/2014 monthly
G3.B1.S2.A1	Meet twice weekly with all teachers by grade level to plan lessons using the Gradual Release of Responsibility Model	Mikell, Kelly	8/26/2014	Grade Level Planning Minutes and Lesson Plans	6/5/2015 weekly
G1.B3.S1.A2	Every Thursday, teachers will meet with Administration and Coaches to develop Math lesson plans based on the Florida Standards that have rigor and student accountability.	Sneddon, Jackie	8/28/2014	Lesson Plans	6/4/2015 weekly
G2.B3.S2.A2	Plan effective centers as a grade level that meet individual and groups of students needs	Sneddon, Jackie	8/25/2014	Lesson Plans	6/5/2015 biweekly
G3.B1.S1.A2	Begin the coaching cycle with teachers that were identified as weak in the Gradual Release Model	Sneddon, Jackie	9/15/2014	Coaching Cycle Notes	11/28/2014 weekly
G1.MA1	Monitor CGA and i-Ready test scores to look for student growth	Sneddon, Jackie	9/16/2014	Data Notebook	6/5/2015 quarterly



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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.B3.S1.MA1	Classroom observations	Sneddon, Jackie	9/16/2014	Observation notes	5/29/2015 every-6-weeks
G1.B3.S1.MA1	The administration will be present at each common planning session in order to help ensure fidelity	Sneddon, Jackie	8/26/2014	Common Planning Meeting Minutes	6/4/2015 weekly
G1.B3.S2.MA1	Classroom observations and walk throughs to look for evidence of implementation of new learning	Sneddon, Jackie	10/6/2014	Observation Notes	5/29/2015 monthly
G1.B3.S2.MA1	Administration will meet with coaches prior to the professional development days to ensure the training will be effective	Sneddon, Jackie	9/29/2014	Meeting Minutes	5/29/2015 quarterly
G2.MA1	We will be reviewing students CGA and iReady scores for both Math and Reading to look for increased student achievement	Sneddon, Jackie	9/1/2014	Data Notebooks	5/29/2015 every-6-weeks
G2.B3.S1.MA1	Classroom observations and walk-throughs	Sneddon, Jackie	9/1/2014	Observation Notes	6/5/2015 monthly
G2.B3.S1.MA1	Coaches will meet with the Administrators weekly to determine the focus for By Invitation Only and to review the training materials.	Sneddon, Jackie	9/15/2014	Administration Team Meeting Minutes	5/29/2015 weekly
G2.B3.S2.MA1	Administrators will conduct classroom walk-throughs and observations focused on effective center rotations	Sneddon, Jackie	9/8/2014	Observation Notes	5/29/2015 every-6-weeks
G2.B3.S2.MA1	Administrators will attend all planning time meetings	Sneddon, Jackie	8/25/2014	Meeting Minutes	6/5/2015 biweekly
G3.MA1	The leadership team will meet monthly to discuss teacher observations and look at student data to determine the effectiveness.	Sneddon, Jackie	9/8/2014	Leadership Team Minutes	5/29/2015 monthly
G3.B1.S1.MA1	Look for an improvement in instruction through CAST and observation data.	Sneddon, Jackie	10/6/2014	Observation notes, CAST scores	6/5/2015 every-2-months
G3.B1.S1.MA1	Monitor the coaching logs to ensure that there are coaching cycles in progress each week.	Sneddon, Jackie	9/1/2014	Approved coaching logs	5/29/2015 weekly
G3.B1.S2.MA1	Administrators will be observing teachers throughout the year through CAST and walk-throughs looking for implementation of the Gradual Release of Responsibility Model	Sneddon, Jackie	8/25/2014	Observation notes	6/5/2015 monthly
G3.B1.S2.MA1	Either the Principal or Assistant Principal will be sitting in on Common Planning time to ensure that the time is well used.	Sneddon, Jackie	8/25/2014	Meeting Minutes	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.** During the 2014-2015 school year, Oceanway Elementary will provide more frequent professional development opportunities for teachers in order to increase rigor within the classrooms.

**G1.B3** Teachers do not want to give up their planning time to work with others

**G1.B3.S2** By Invitation Only Wednesdays will be added

### PD Opportunity 1

Once per 9 weeks each grade level will meet with the Literacy and Math coach to receive grade level specific professional development.

#### Facilitator

Michelle Mikell and Marissa Pinter

#### Participants

Grade level teams

#### Schedule

Quarterly, from 9/22/2014 to 5/29/2015

**G2.** During the 2014-2015 school year, Oceanway Elementary will utilize center rotations in English Language Arts, Math, and Science in order to differentiate instruction to meet the needs of each student.

**G2.B3** Lack of professional development on effective center rotations

**G2.B3.S1** Coaches will provide professional development during quarterly By Invitation Only Sessions on effective centers

### PD Opportunity 1

Every 9 weeks, each grade level will attend 1/2 day training sessions with the reading and math coach

#### Facilitator

Reading and Math Coach

#### Participants

All K-5 core teachers

#### Schedule

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

**G2.B3.S2** Look at data during weekly common planning time to determine individual student needs to plan centers

**PD Opportunity 1**

Meet bi-weekly with each grade level during common planning time to look at individual student data

**Facilitator**

Reading and Math Coach

**Participants**

Core Teachers Grade K-5

**Schedule**

Biweekly, from 8/25/2014 to 6/5/2015

**PD Opportunity 2**

Plan effective centers as a grade level that meet individual and groups of students needs

**Facilitator**

Reading and Math Coach

**Participants**

Core Teachers Grade K-5

**Schedule**

Biweekly, from 8/25/2014 to 6/5/2015

**G3.** During the 2014-2015 school year Oceanway Elementary will implement the Gradual Release of Responsibility Model with Fidelity in order to meet the needs of all students in Reading, Math, and Science.

**G3.B1** Lack of time of Professional Development

**G3.B1.S1** Use the coaching cycle for teachers that are struggling to implement the Gradual Release Model

**PD Opportunity 1**

Begin the coaching cycle with teachers that were identified as weak in the Gradual Release Model

**Facilitator**

Reading and Math Coach

**Participants**

Teachers struggling with the implementation of the Gradual Release of Responsibility Model

**Schedule**

Weekly, from 9/15/2014 to 11/28/2014

**G3.B1.S2** Plan lessons using the Gradual Release Model during common planning time with the administration and coaches

**PD Opportunity 1**

Meet twice weekly with all teachers by grade level to plan lessons using the Gradual Release of Responsibility Model

**Facilitator**

Reading and Math Coach, Administration

**Participants**

All grade level teachers

**Schedule**

Weekly, from 8/26/2014 to 6/5/2015

## Technical Assistance Items

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

**G1.** During the 2014-2015 school year, Oceanway Elementary will provide more frequent professional development opportunities for teachers in order to increase rigor within the classrooms.

**G1.B3** Teachers do not want to give up their planning time to work with others

**G1.B3.S1** Common Planning will be held twice a week, which will allow teachers to have 3 days of planning time on their own.

### **PD Opportunity 1**

Every Tuesday, teachers will meet with Administration and Coaches to develop Literacy lesson plans based on the Florida Standards that have rigor and student accountability.

#### **Facilitator**

Administrators and Coaches

#### **Participants**

Grade Level Literacy Teams

#### **Schedule**

Weekly, from 8/26/2014 to 6/4/2015

### **PD Opportunity 2**

Every Thursday, teachers will meet with Administration and Coaches to develop Math lesson plans based on the Florida Standards that have rigor and student accountability.

#### **Facilitator**

Administrators and Coaches

#### **Participants**

Grade Level Math Teams

#### **Schedule**

Weekly, from 8/28/2014 to 6/4/2015

## Budget Rollup

### Summary

Description	Total
Grand Total	0