Ochwilla Elementary School

2014-15 School Improvement Plan

Ochwilla Elementary School

299 N STATE ROAD 21, Hawthorne, FL 32640

oes.putnamschools.org

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	89%

Alternative/ESE Center	Charter School	Minority
No	No	40%

School Grades History

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

School Board Approval

This plan was approved by the Putnam County School Board on 2/17/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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
Priority	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We will ensure the success of every student at high levels of learning.

Provide the school's vision statement

We will create a collaborative culture that uses standards-based differentiated instruction to ensure student success.

School Environment

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

We have a single school wide positive behavior plan to include 5 Whole Brain rules, point systems in each class room, unified fun activities based on the points, and quarterly celebrations. During these opportunities the teachers interact with the students and family members and learn from one another. We hold weekly class councils and involve the Northeast Florida Community Action Agency as a partner to serve our community.
The North-East Florida Community Action Agency is a non-profit group which uses grant funding to help indigent individuals and families pay for electricity, access government assistance, and engage in their community to gain training and education to better their lives and build skills for future employment.

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

We have developed opportunities for children to enjoy before-school activities both physical and intellectual, we have enforced policies regarding bullying, respect, and behavior, and we provide a safe atmosphere with adult supervision after school.

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

We are using a school-wide Whole-Brain teaching set of five rules:
1. Follow Directions Quickly
2. Raise your hand to speak
3. Raise your hand to leave your seat
4. Make Smart Choices
5. Keep your dear teacher happy
These are used in every room and every setting at the school, including the cafeteria and library.

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

Our guidance counselor meets with small groups who need to work on specific behavioral and emotional needs throughout the day. We have engaged with the University of Florida and the Putnam

County Sheriff's Office to provide mentors. We also hold weekly class counsels that address the social needs of children, especially the key developmental shift years of 2nd and 4th grades.

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

Our early warning system includes quarterly data reviews to discuss students not attending regularly (90%), students who have shown behavior problems, and students who have academic deficiencies. These meetings help us to create action plans for further intervention. Also, our MTSS process is adept at identifying and putting in place interventions for these children who show acute issues in between semester meeting times. This process has shown to be very successful in curbing behaviors and in identifying students with academic needs beyond the regular curriculum.

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	6	4	3	5	2	2	22
One or more suspensions	3	3	0	4	7	4	21
Course failure in ELA or Math	8	11	11	5	4	2	41
Level 1 on statewide assessment	0	0	0	2	10	10	22

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	2	4	3	9

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

Children displaying these signs are given one or more of the following interventions in an attempt to change their deficiencies:
1. Tier 2 instruction in academic area of need
2. A behavior plan, including time with Tier 2 behavior instruction with the counselor.
3. Attendance incentives for whole class, small group, and individuals.
4. Attendance meetings with families and law enforcement.
5. Supplemental instructional support in reading and math through computer-based learning.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/172830.

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

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

We have partnered with Northeast Florida Community Action Agency to provide families with financial and work-related resources to help engage families in the school and community, to provide students with a work experience program, and to provide families with events related to community service. We have a partnership with Woodlawn Baptist Church, who provides approximately $10,000 worth of food for our hungry families and donations of clothes and school supplies each year. Johnson RCMA also partners with the school to further early childhood education and parental classes designed to engage parents in the education of their children. We hold several parent nights each year combining student performances, food, and educational material in the further attempt to bring parents into the process.

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
Theobold, Joe	Principal
Wynn, Montez	Assistant Principal

Duties

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

Joe Theobold and Montez Wynn: Monitoring progress on the SIP, monitoring the effectiveness of the MTSS team. Also, participate in individual student MTSS meetings to help remove barriers and align resources.
Latisha Wilburn: Bring instructional resources and expertise to assist teachers in the entire scope of the MTSS model, from Tier I to Tier III.
Karri Hodges: Facilitate the MTSS student meetings, record and assist in the development of student plans, and provide teachers with ideas for interventions and methods of progress monitoring.
Vanessa Gollnick: Coaching math instruction and providing support to the educational leaders in the coaching, evaluating, and retention of teachers.
Amy Getchell: Science curriculum coach and intervention teacher.

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

Ochwilla uses MTSS to develop our priorities in funding, staffing, PD, resource allocation, and student placement by using summative assessment data to identify priorities, creating goals for short term instructional purposes, and then use progress monitoring data to guide short term priorities and intervention levels.

Federal, State, and Local funds will be used to increase student achievement in academic, social, and emotional areas listed in statutes, the standards of the grade level of the child, the student code of conduct, and the school student hand book.

Title I funds will be spent for two teachers who will teach in 3rd grade and kindergarten, two tutors who will teach reading or math to our lowest performing students, and the materials these teachers need. Funds will also be spent on professional development training, coverage for classes so teachers can attend trainings, and materials. These funds will purchase technology to enhance learning in all grades and create unique opportunities in K and 1st.

Title X funds will be directed from the District Federal Programs office and will provide support for our homeless students through tutoring, materials, and crisis care for families.

Community

School Advisory Council (SAC)

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

Name	Stakeholder Group
Ruby Mathews	Student
Jamila Theobold	Parent
Keith Biggs	Teacher
Brian Parrish	Parent
Joe Theobold	Principal
Arlene Campbell	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 SAC team will review school data, discuss outcome goals, give input on the strategies going forward, and hold the leadership accountable for follow through of SIP goals and points of data. The team has already given a great deal of input and have many unique ideas for engaging the parents and community to help the students achieve goals.

Development of this school improvement plan

The SAC will be the committee who writes and edits the SIP based on school data and outcome goals.

Preparation of the school's annual budget and plan

The SAC will be informed and will give input on the budget to help find the most efficient use of funds.

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

We used the funds last year to improve technology access for the students which helped them learn and practice skills in center activities.

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
Theobold, Joe	Principal
Wynn, Montez	Assistant Principal
Wilburn, Tisha	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Major initiatives include:
1. Shift to Florida Standards
2. Aligning current resources
3. Implementing the new ELA program, HMH Journeys

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

We have attended the PLC at Work institute with several key faculty members to further spread the PLC process in our school. We work in the collaborative teams, based on grade levels, twice a week during the contract hours. We have systems set in place to ensure that teachers are able to collaboratively plan and that students receive differentiated remediation during the school day.

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

Theobold and Wynn are responsible for creating interview teams and will review applications for those positions posted as vacant. Professional Development will be provided to new and continuing teachers, supporting development will be provided by mentor teachers and the Human Resources department.

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

New teachers are paired with mentor teachers who, if possible, share grade level and content areas with the new teachers. They have a program, developed by the district, to complete for basic competencies, and they are given the opportunity to observe their mentors and participate in lesson study to further a deeper understanding of planning, instructional processes, and data research that will make them effective teachers.

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

A vetting process for the HMH Journeys reading program was enacted by the district and included faculty members from all schools as well as reading specialists at the district level. The math program, EnVision, is not 100% aligned to the new Florida Standards and is therefore supplemented by the Engage NY series of plans and activities. Our writing program, Be a Writer, is aligned to the standards and has been vetted by members of faculties in Florida. Our science program, Discovery Ed Science, is a nationally recognized series which is not totally aligned to the standards and is therefore supplemented by teacher-accessed materials.

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

Our use of data includes formative and summative assessment data from past national and state assessments, iReady, Performance Matters, Engage NY, and HMH Journeys, to allow us to properly track student mastery of standards. In our PLCs we use data to identify areas in need of remediation and design remediation plans for the students in need. Our MTSS process identifies students who need a level of scaffolding that goes beyond remediation and we have interventionists in the class rooms who provide that further support.

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: 6,300

We have added 35 minutes to the student day thus providing time for the teachers to meet during the day to discuss and plan for lessons, remediation, intervention, and enrichment.

Strategy Rationale

By allowing teachers this time during the day the students are in school longer, getting more time in intervention and extension efforts.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Theobold, Joe, j2theobold@my.putnamschools.org

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

Classroom proficiency data will be collected and shared in PLCs to determine the remediation strategy needed and school wide data is collected to ensure that the plan is improving the number and percentage of students on grade level.

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

Our school offers PreK, ESE PreK, and receives students from other VPK programs in the community. We have family meetings with the parents and family members of these children and inform them of future requirements and helpful information for parents. We also have a kindergarten roundup in the spring and over the summer to register children and prepare families for 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.   We will use differentiated instruction, based on formative data, to improve student achievement.

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. We will use differentiated instruction, based on formative data, to improve student achievement. [1a]

Targets Supported [1b]

G058789

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	35.0
FSA - Mathematics - Proficiency Rate	26.0
Effective+ Teachers (Performance Rating)	8.0

Resources Available to Support the Goal [2]

- PLC at Work strategies
- HMH Journeys Program
- Be a Writer Program

Targeted Barriers to Achieving the Goal [3]

- Professional Development in Differentiation

Plan to Monitor Progress Toward G1. [8]

Our school's proficiency percentile compared to the state will be higher than 16th.

Person Responsible
Joe Theobold

Schedule
Quarterly, from 8/19/2014 to 5/29/2015

Evidence of Completion
Progress monitoring through iReady will show an increase in our percentile scores in the county and we will look to see that same increase in the state comparisons.

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. We will use differentiated instruction, based on formative data, to improve student achievement. `1`

🔑 G058789

G1.B2 Professional Development in Differentiation `2`

🔑 B149659

G1.B2.S1 Our teachers will need practical experience and coaching in the job of differentiating instruction. `4`

🔑 S161549

Strategy Rationale

By giving them templates to use, instruction and modeling in how to use the data, and then modeling how the strategies needed are to be implemented we will see a clear growth in differentiation inside the instructional block and an improvement in student achievement scores.

Action Step 1 `5`

Use the Differentiation Template that was distributed in August to analyze classroom formative data.

Person Responsible

Joe Theobold

Schedule

Weekly, from 8/26/2014 to 5/29/2015

Evidence of Completion

Templates will be collected and then classes will be inspected for completion of the differentiation design.

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

At a semi-weekly leadership meeting the leadership team will share the templates and design the expected look-fors to gather data during walkthroughs. The data from these look-fors will then be dissected to determine next steps.

Person Responsible

Joe Theobold

Schedule

Daily, from 9/2/2014 to 11/14/2014

Evidence of Completion

Observation data, lesson plans, and individual coaching plans created after the leadership meetings.

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

Teachers will become adept at the implementing differentiation inside the classroom.

Person Responsible

Joe Theobold

Schedule

Weekly, from 9/15/2014 to 11/14/2014

Evidence of Completion

Student work and classroom observation will show a continuous cycle of differentiation where students are accessing the material at the levels they need in order to grow to proficiency.

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.B2.S1.A1	Use the Differentiation Template that was distributed in August to analyze classroom formative data.	Theobold, Joe	8/26/2014	Templates will be collected and then classes will be inspected for completion of the differentiation design.	5/29/2015 weekly
G1.MA1	Our school's proficiency percentile compared to the state will be higher than 16th.	Theobold, Joe	8/19/2014	Progress monitoring through iReady will show an increase in our percentile scores in the county and we will look to see that same increase in the state comparisons.	5/29/2015 quarterly
G1.B2.S1.MA1	Teachers will become adept at the implementing differentiation inside the classroom.	Theobold, Joe	9/15/2014	Student work and classroom observation will show a continuous cycle of differentiation where students	11/14/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				are accessing the material at the levels they need in order to grow to proficiency.	
G1.B2.S1.MA1	At a semi-weekly leadership meeting the leadership team will share the templates and design the expected look-fors to gather data during walkthroughs. The data from these look-fors will then be dissected to determine next steps.	Theobold, Joe	9/2/2014	Observation data, lesson plans, and individual coaching plans created after the leadership meetings.	11/14/2014 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 Opportuntities

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

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**