

Clay County Schools

Doctors Inlet Elementary School



2015-16 School Improvement Plan

Doctors Inlet Elementary School

2634 COUNTY ROAD 220, Middleburg, FL 32068

<http://dis.oneclay.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	55%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	32%

School Grades History

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

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Clay County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

Doctors Inlet Elementary School's mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Doctors Inlet Elementary School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring life skills.

School Environment

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

The school year begins with a school-wide Orientation for students, parents and teachers to meet and greet. Opportunities throughout the year such as Open House, our Reading Festival, and Family Fun Night are provided to encourage parental support of the academic programs. We use the Safe and Civil Schools Foundations Program to provide common lessons and guidelines for student behavior. We have an active Parent Faculty Association (PFA) that fosters parent and faculty involvement. Our Green Thumb Club, Math Teams, Robotics Club, Run/Walk Club, Chorus, Student Council, and Safety Patrols provide opportunities that build relationships between teachers and students. Cultural activities throughout the grade levels provide opportunities for students to share their cultures with students and faculty.

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

The school creates an environment where students feel safe and respected by using the Safe and Civil Schools Foundation Program. Mustang P.R.I.D.E. Guidelines for Success have been developed collaboratively with the faculty. Lesson Plans have been written and are taught at the beginning of the school year that provide a school-wide guide for student behavior. Procedures have been developed for before school drop-off, after school dismissal, restrooms and the cafeteria. The Foundations Team develops surveys each year for students and faculty to discuss safety. Common area procedures and lesson plans are then developed for implementation school-wide. Procedures are also in place for bullying and behavior infractions.

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

Doctors Inlet Elementary uses guidelines developed through the Safe and Civil Schools Foundations Program and CHAMPS. Classroom teachers utilize the Guideline for Success and CHAMPS program to teach behavioral expectations. The Foundations Team provides training for school-wide

procedures. Lesson plans are used to teach expected behavior and procedures. Three Behavior Incident forms are used before writing referrals for minor offenses. These forms send the students to work with the In-School Suspension Assistant enabling students to identify more appropriate behaviors and responses for a short time period not to exceed 15 minutes. The ISS Assistant makes parental contact for each incident report. Referrals are written for students with major discipline issues or those who have had 3 minor behavior incidents. In-School suspension is used to keep students in school and able to complete their assignments.

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 social-emotional needs of all students are met through counseling services provide by two Guidance Counselors. The Guidance Counselors also provide limited classroom guidance lessons and small group sessions for students. We have a part-time Guidance Counselor who provides support for our Military Students. These services are provided through a Department of Defense Grant for Military families. Mentoring and tutoring services are provided by faculty. Project REACH also provides services for our students who are classified as homeless. School volunteers provide mentoring and support through tutoring, after school clubs and our PFA. The Student of the Month program uses monthly character traits to recognize and support students chosen for exhibiting the character trait. A monthly reception with awards is held to recognize the Students of the Month. Parents are encouraged to attend.

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

Doctors Inlet Elementary utilizes an Early Warning System for 6th grade students who exhibit two or more of the early warning indicators listed above. A school-based team shall convene to determine appropriate intervention strategies for the student. The school provides at least 10 days written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location to enable the parent the opportunity to participate. FOCUS reports are run 6 times a year to determine which students exhibit two or more indicators. Meetings are set up to determine appropriate interventions, the data is entered in FOCUS, and students are monitored quarterly for progress.

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	
	6	Total
Attendance below 90 percent	9	9
One or more suspensions	1	1
Course failure in ELA or Math	7	7
Level 1 on statewide assessment	0	
	0	

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

Indicator	Grade Level 6	Total
Students exhibiting two or more indicators	2	2

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

Intervention strategies to improve academic performance of students identified by the early warning system include: 1) Attendance team will send letters and a visit by the School Social Worker if needed to improve attendance; 2) Tutoring services to improve academic performance; 3) meetings with the parents and teachers to help provide goals for improvement; 4) Weekly meetings with teachers to use data to track academic performance and to develop strategies for improvement; 5) Counseling and mentoring services provide by Guidance Counselors.

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

Doctors Inlet Elementary works at building positive relationships with families to increase involvement in the following ways: 1) School-wide Orientation and Open House to provide opportunities for parents to meet with the teachers at the beginning of each school year; 2) a school-wide Reading Festival and Book Fair in October to encourage parents to come and participate in Reading activities with their child; 3) Family Fun Night in the Spring with a Chorus performance, School-wide Science Fair, Book Fair and dinner; 4) weekly Mustang Messenger Newsletter sent home each Friday; 5) Grade reports and interims sent home twice a quarter; 6) School climate surveys for parents and students each year; 7) Parent Faculty Association that meets monthly; 8) After-school clubs and mentoring opportunities for parent volunteers; 9) Teacher-Parent conferences; 10) Interpreters available for parents who do not speak English or are deaf; 10) ParentLink telephone messages sent by the Principal informing parents of events; 11) School website that is updated weekly; 12) PFA emails and Facebook page; 12) monthly School Advisory Council meetings.

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

Doctors Inlet Elementary seeks to establish Business partners to support the school program. Community Business partners are requested to serve on the School Advisory Council. Business partners provide materials or donations to support and sponsor our Reading Festival, Green Thumb Club; Student Council, Student of the Month, Chorus, Run/Walk Club and classrooms. The Doctors Inlet Classroom Adoption Program enables businesses and parents to adopt a classroom for a minimal donation of \$100. All funds go directly to the classroom. A Business Partner Coordinator has been established for a more coordinated uniform system.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Miller, Anne	Principal
Casias, Ruth	Assistant Principal
Bohn, Laura	Teacher, ESE
Brown, Mary	Guidance Counselor
Hanlin, Anita	Teacher, K-12
Hughes, Jack	Teacher, K-12
Raymer, Sherry	Teacher, K-12
Koester, Nancy	Instructional Technology
Painschab, Christine	Teacher, K-12
Pryor, Emily	Teacher, K-12
Simpson, Jeanne	Teacher, K-12
Wellons, Techla	Teacher, K-12

Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 Foundational Skills Assessment, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and the Florida State Assessment. The Principal is the leader of the meeting. The Assistant principal attends the meetings in a support role for the Principal. The Guidance Counselor serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All K-6 will take a benchmark assessment 3 times per year. The School-based leadership team will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Administrators will meet quarterly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jack Hughes	Teacher
Gail Simpson	Teacher
Angela Grinsell	Education Support Employee
Jana O'Neal	Parent
Amanda Jacobson	Parent
George Johnston	Parent
Mary Beth Hodges	Parent
Jon Kendrick	Business/Community
Melissa Hansen	Teacher
Amanda Polk	Parent
Anne Miller	Principal

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 Council reviewed last year's school improvement plan and analyzed available data from 2014 to see if the goals were met effectively. There was also a mid-year review in January, 2015 to see if the school was on track with the school improvement goals.

Development of this school improvement plan

Faculty and staff meet to develop a draft for goals and action steps for the School Improvement Plan using data from State tests, K-2 Foundational Skills and Performance Matters. The draft is then presented to the SAC for their approval and revisions if necessary. The draft then goes back to the faculty and staff for their approval. Goals are analyzed at monthly PLC meetings and strategies developed for students not meeting the standards. A mid-year review is conducted in January to make sure adequate progress is being made towards the goals.

Preparation of the school's annual budget and plan

The budget is developed in the Spring with allocations and funds. A draft of the budget is presented to staff for their input. A draft of the budget is also presented to the School Advisory Council for their input.

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

School improvement funds from 2014-2015 were used for: \$2,000.00 for the Reading Festival materials and books; School Science Fair awards and materials; classroom libraries and books to supplement the Being a Writer program and Reading with Meaning kits. There are no funds for School Improvement in the 2015-2016 budget. Any funds needed will come from the General Budget and Internal funds.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Casias, Ruth	Assistant Principal
Miller, Anne	Principal
Brown, Mary	Guidance Counselor
Jones, Susan	Teacher, K-12
Hughes, Jack	Teacher, K-12
Pryor, Emily	Teacher, K-12
Wing, Deanna	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will work to effectively integrate the RtI process to ensure students most "at risk" in reading receive intensive and immediate intervention services. The LLT will also serve as the steering committee to develop our School-wide Reading Festival in October.

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

Doctors Inlet teachers plan together in their Professional Learning Communities each week for one hour. The Framework for Intentional Learning is used to establish common goals and planning. Student data is analyzed and common lessons developed to improve learning. PLCs are established based on common subject areas and students.

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

The Administration participates in the University of North Florida and Saint Leo Colleges recruitment meetings. Interviews are held with candidates to ensure a good match with grade levels and with expectations for our faculty. New teachers are assigned a mentor and have regular meetings with the administration to ensure success.

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

New teachers are paired with an experienced teacher with the same grade level and subject areas. Teachers who need help with strategies and who do not have expected learning gains are paired with teachers who have been successful with strategies and high learning gains. Monthly data meetings are held to discuss students and strategies for improvement. Lesson studies and professional learning communities are also tools for teachers to use to mentor and help improve instruction. All teachers are required to develop an individual professional development plan that is based on data and has

professional growth activities designed to improved instruction. Professional development plans are implemented for teachers who need improvement.

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

Doctors Inlet ensures its core instructional programs and materials are aligned to Florida's Standards by following District Curriculum maps that have been correlated to the Florida Standards. Our textbooks and materials are State Adopted Textbooks and are research based. Lesson plans, Professional Learning Community forms, walk-throughs and formal observations are used to monitor fidelity to standards.

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

Doctors Inlet uses data from K-2 Foundational Skills Assessment, Performance Matters, FSA, FCAT, Running Records and classroom assessments to provide differentiated instruction. Independent reading is used in Reading instruction with students assigned books based on their running record level. Students are placed in collaborative learning groups for guided practice and skills instruction. Students having difficulty attaining the proficient or advanced level on state assessments are provided interventions and tracked through MTSS Tiers 2 and 3. Tutoring is provided before and after school for those students requiring additional instruction. 6th grade students are placed in Intensive Reading instruction based upon Performance Matters scores, available State Assessment scores, and Running Records

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: 510,000

Our Before and After School Tutoring program provides instruction in core academic subjects for students that require additional remediation. Students are selected based on teacher recommendation and need. Additional after school activities such as Math Team, our annual Reading Festival, Green Thumb Club, Lego Club and School-wide Science Fair provide enrichment activities that promote curriculum that supports Reading, Science and Math for students giving them real life experiences. These activities also provide opportunities for parent involvement and participation.

Strategy Rationale

Tutoring and enrichment activities provide additional opportunities for students to have real life experiences and instruction designed to improve the core curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Casias, Ruth, rcasias@oneclay.net

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

Student gains, FSA and FCAT results are analyzed for effectiveness of tutoring strategies as well as the effectiveness of our tutors. Mrs. Casias, our Assistant Principal monitors the Tutoring program. The Reading Festival, School-wide Science Fair, Math Teams and the Lego Club are led by Teacher volunteers and overseen by the administration. Increased enrollment is used to determine effectiveness in the enrichment programs and learning gains are used to determine effectiveness in our tutoring program.

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

At Doctors Inlet Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten 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 Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Florida Kindergarten Reading Screener (FLKRS) will be given within the first 30 days of school. ECHOS will also serve as a screener for social/emotional development and overall school readiness. The Foundational Skills Assessment will be administered one-on-one to all Kindergarten students to determine their initial success probability in reading. Screening data will be collected and aggregated prior to September 25th, 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 core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instructions, modeling, guided proactive and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language,

reteaching, and positive reinforcement of pro-social behavior. The Foundational Skills Assessment will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Doctors Inlet will incorporate writing utilizing complex texts in all content areas.
- G2.** Doctors Inlet will use professional learning communities to incorporate the Florida Common Core Standards using the Framework for Intentional Learning.
- G3.** Doctors Inlet will implement student engagement strategies 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. Doctors Inlet will incorporate writing utilizing complex texts in all content areas. 1a

G071326

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	79.0

Resources Available to Support the Goal 2

- Doctors Inlet will use "Being A Writer" and "Making Meaning" curriculum in Grades K-5. Doctors Inlet will use DBQs for Grades 5-6.
-

Targeted Barriers to Achieving the Goal 3

- Time and monetary resources for professional development.

Plan to Monitor Progress Toward G1. 8

Lesson Plans, Walk-Throughs and Formal/Informal Observation Instruments

Person Responsible

Anne Miller

Schedule

Weekly, from 9/8/2015 to 5/20/2016

Evidence of Completion

Weekly PLC logs, Lesson Plans, Walk Through Rubrics, and Formal/Informal Observation documentation

G2. Doctors Inlet will use professional learning communities to incorporate the Florida Common Core Standards using the Framework for Intentional Learning. 1a

G071327

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	80.0

Resources Available to Support the Goal 2

- Doctors Inlet will use the Framework for Intentional Learning to develop a professional learning community.

Targeted Barriers to Achieving the Goal 3

- Time and monetary resources for professional development.

Plan to Monitor Progress Toward G2. 8

Walk Throughs and Formal/Informal Classroom Observation Instruments

Person Responsible

Anne Miller

Schedule

Weekly, from 9/8/2015 to 5/20/2016

Evidence of Completion

Weekly Observation Logs and Observation documentation

G3. Doctors Inlet will implement student engagement strategies to improve student achievement. 1a

G071328

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	82.0

Resources Available to Support the Goal 2

- Doctors Inlet will use "CHAMPS", "P.R.I.D.E.", and related activities for student engagement.

Targeted Barriers to Achieving the Goal 3

- Time and monetary resources for professional development.

Plan to Monitor Progress Toward G3. 8

Performance Matters and K-2 Foundational Skills Assessment data, report cards, interims, and teacher observations/walk-throughs

Person Responsible

Anne Miller

Schedule

Weekly, from 8/10/2015 to 5/20/2016

Evidence of Completion

Weekly PLC Logs and Observation documentation

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. Doctors Inlet will incorporate writing utilizing complex texts in all content areas. **1**

 G071326

G1.B1 Time and monetary resources for professional development. **2**

 B186002

G1.B1.S1 Doctors Inlet will provide training using the Framework for Intentional Learning, DBQs and "Making Meaning" curriculum. Implementation of training will be monitored by administrators using classroom walk throughs. **4**

 S197408

Strategy Rationale

Professional development and Professional Learning Communities will improve instruction through use of the Framework for Intentional Learning. Instruction will use collaborative groups in all subject areas and individualized learning levels for reading.

Action Step 1 **5**

Professional Development provided for using "Making Meaning" curriculum, DBQs, Being a Writer and the Framework for Intentional Learning.

Person Responsible

Ruth Casias

Schedule

Weekly, from 8/10/2015 to 5/20/2016

Evidence of Completion

Weekly PLCs with sign in sheets; classroom walk-throughs; Lesson Plans; PLC logs documenting the Framework for Intentional Learning.

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

Making Meaning, DBQs, and the Framework for Intentional Learning implementation observed in walk-throughs and formal/informal observations

Person Responsible

Anne Miller

Schedule

Weekly, from 9/8/2015 to 5/20/2016

Evidence of Completion

Sign-in sheets from Professional Development, classroom walk through and observation documentation, lesson plans.

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

Classroom Walk Throughs, Observations, and Lesson Plans

Person Responsible

Anne Miller

Schedule

Weekly, from 9/8/2015 to 5/20/2016


Evidence of Completion

Weekly observations, weekly lesson plans, PLC logs

G2. Doctors Inlet will use professional learning communities to incorporate the Florida Common Core Standards using the Framework for Intentional Learning. **1**

 G071327

G2.B1 Time and monetary resources for professional development. **2**

 B186003

G2.B1.S1 Provide time and resources for professional learning communities through modified schedules and substitutes. **4**

 S197409

Strategy Rationale

Increased professional development will improve instruction.

Action Step 1 **5**

Establish Professional Learning Communities that meet weekly for one hour.

Person Responsible

Ruth Casias

Schedule

Weekly, from 8/10/2015 to 5/20/2016

Evidence of Completion

PLC logs documenting attendance through sign-in Sheets and the Framework for Intentional Learning; student work; lesson plans; classroom walk-throughs

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

Professional Development Sign-In Sheets and Points

Person Responsible

Ruth Casias

Schedule

Weekly, from 8/10/2015 to 5/20/2016

Evidence of Completion

Completed professional development points awarded and weekly sign-in sheets and logs.

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

Walk-throughs Formal/Informal Classroom Observation Instruments; PLC logs and the Framework for Intentional Learning rubrics

Person Responsible

Ruth Casias

Schedule

Weekly, from 8/10/2015 to 5/20/2016

Evidence of Completion

Weekly Observations and copies of Formal/Informal Observations; PLC logs and Framework for Intentional Learning rubrics.

G3. Doctors Inlet will implement student engagement strategies to improve student achievement. 1

 G071328

G3.B1 Time and monetary resources for professional development. 2

 B186004

G3.B1.S1 Provide time and resources for professional learning communities. 4

 S197410

Strategy Rationale

Improved professional development will improve engagement and instruction.

Action Step 1 5

Incorporate weekly Professional Learning Communities using the Framework for Intentional Learning and Engagement strategies.

Person Responsible

Ruth Casias

Schedule

Weekly, from 8/10/2015 to 5/20/2016

Evidence of Completion

PLC logs and Sign-in Sheets documenting attendance; student work and observations documenting implementation of strategies.

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

Professional Development Sign-In Sheets and Points

Person Responsible

Ruth Casias

Schedule

Weekly, from 8/10/2015 to 5/20/2016

Evidence of Completion

Completed professional development points awarded and monthly sign-in sheets.

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

Classroom Walk-throughs and Formal/Informal Classroom Observation Instruments

Person Responsible

Anne Miller

Schedule

Weekly, from 9/8/2015 to 5/20/2016

Evidence of Completion

Weekly Walk-through Observations and copies of Formal/Informal Observations

G3.B1.S2 Provide resources for a literacy based Reading Festival to encourage student engagement and parental involvement. 4

 S197411

Strategy Rationale

Improved parental participation will improve engagement and instruction.

Action Step 1 5

Reading Festival

Person Responsible

Anne Miller

Schedule

On 10/29/2015

Evidence of Completion

Sign-in Sheets from attendees.

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

Reading Festival

Person Responsible

Anne Miller

Schedule

On 10/29/2015

Evidence of Completion

Sign-in Sheets from attendees

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

Reading Festival

Person Responsible

Anne Miller

Schedule

On 10/29/2015

Evidence of Completion

Reading Committee review of the Reading Festival

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional Development provided for using "Making Meaning" curriculum, DBQs, Being a Writer and the Framework for Intentional Learning.	Casias, Ruth	8/10/2015	Weekly PLCs with sign in sheets; classroom walk-throughs; Lesson Plans; PLC logs documenting the Framework for Intentional Learning.	5/20/2016 weekly
G2.B1.S1.A1	Establish Professional Learning Communities that meet weekly for one hour.	Casias, Ruth	8/10/2015	PLC logs documenting attendance through sign-in Sheets and the Framework for Intentional Learning; student work; lesson plans; classroom walk-throughs	5/20/2016 weekly
G3.B1.S1.A1	Incorporate weekly Professional Learning Communities using the Framework for Intentional Learning and Engagement strategies.	Casias, Ruth	8/10/2015	PLC logs and Sign-in Sheets documenting attendance; student work and observations documenting implementation of strategies.	5/20/2016 weekly
G3.B1.S2.A1	Reading Festival	Miller, Anne	10/29/2015	Sign-in Sheets from attendees.	10/29/2015 one-time
G1.MA1	Lesson Plans, Walk-Throughs and Formal/Informal Observation Instruments	Miller, Anne	9/8/2015	Weekly PLC logs, Lesson Plans, Walk Through Rubrics, and Formal/Informal Observation documentation	5/20/2016 weekly
G1.B1.S1.MA1	Classroom Walk Throughs, Observations, and Lesson Plans	Miller, Anne	9/8/2015	Weekly observations, weekly lesson plans, PLC logs	5/20/2016 weekly
G1.B1.S1.MA1	Making Meaning, DBQs, and the Framework for Intentional Learning implementation observed in walk-throughs and forma/informal observations	Miller, Anne	9/8/2015	Sign-in sheets from Professional Development, classroom walk through and observation documentation, lesson plans.	5/20/2016 weekly
G2.MA1	Walk Throughs and Formal/Informal Classroom Observation Instruments	Miller, Anne	9/8/2015	Weekly Observation Logs and Observation documentation	5/20/2016 weekly
G2.B1.S1.MA1	Walk-throughs Formal/Informal Classroom Observation Instruments; PLC logs and the Framework for Intentional Learning rubrics	Casias, Ruth	8/10/2015	Weekly Observations and copies of Formal/Informal Observations; PLC logs and Framework for Intentional Learning rubrics.	5/20/2016 weekly
G2.B1.S1.MA1	Professional Development Sign-In Sheets and Points	Casias, Ruth	8/10/2015	Completed professional development points awarded and weekly sign-in sheets and logs.	5/20/2016 weekly
G3.MA1	Performance Matters and K-2 Foundational Skills Assessment data,	Miller, Anne	8/10/2015	Weekly PLC Logs and Observation documentation	5/20/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	report cards, interims, and teacher observations/walk-throughs				
G3.B1.S1.MA1	Classroom Walk-throughs and Formal/ Informal Classroom Observation Instruments	Miller, Anne	9/8/2015	Weekly Walk-through Observations and copies of Formal/Informal Observations	5/20/2016 weekly
G3.B1.S1.MA1	Professional Development Sign-In Sheets and Points	Casias, Ruth	8/10/2015	Completed professional development points awarded and monthly sign-in sheets.	5/20/2016 weekly
G3.B1.S2.MA1	Reading Festival	Miller, Anne	10/29/2015	Reading Committee review of the Reading Festival	10/29/2015 one-time
G3.B1.S2.MA1	Reading Festival	Miller, Anne	10/29/2015	Sign-in Sheets from attendees	10/29/2015 one-time

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. Doctors Inlet will incorporate writing utilizing complex texts in all content areas.

G1.B1 Time and monetary resources for professional development.

G1.B1.S1 Doctors Inlet will provide training using the Framework for Intentional Learning, DBQs and "Making Meaning" curriculum. Implementation of training will be monitored by administrators using classroom walk throughs.

PD Opportunity 1

Professional Development provided for using "Making Meaning" curriculum, DBQs, Being a Writer and the Framework for Intentional Learning.

Facilitator

Ruth Casias; Anne Miller

Participants

Classroom Teachers

Schedule

Weekly, from 8/10/2015 to 5/20/2016

G2. Doctors Inlet will use professional learning communities to incorporate the Florida Common Core Standards using the Framework for Intentional Learning.

G2.B1 Time and monetary resources for professional development.

G2.B1.S1 Provide time and resources for professional learning communities through modified schedules and substitutes.

PD Opportunity 1

Establish Professional Learning Communities that meet weekly for one hour.

Facilitator

Teacher Leaders

Participants

All Teachers

Schedule

Weekly, from 8/10/2015 to 5/20/2016

G3. Doctors Inlet will implement student engagement strategies to improve student achievement.

G3.B1 Time and monetary resources for professional development.

G3.B1.S1 Provide time and resources for professional learning communities.

PD Opportunity 1

Incorporate weekly Professional Learning Communities using the Framework for Intentional Learning and Engagement strategies.

Facilitator

Teacher Leaders

Participants

All Teachers

Schedule

Weekly, from 8/10/2015 to 5/20/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Professional Development provided for using "Making Meaning" curriculum, DBQs, Being a Writer and the Framework for Intentional Learning.				\$0.00
2	G2.B1.S1.A1	Establish Professional Learning Communities that meet weekly for one hour.				\$0.00
3	G3.B1.S1.A1	Incorporate weekly Professional Learning Communities using the Framework for Intentional Learning and Engagement strategies.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0261 - Doctors Inlet Elementary School			\$0.00
			0261 - Doctors Inlet Elementary School			\$0.00
4	G3.B1.S2.A1	Reading Festival				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$1,500.00
			<i>Notes: Internal accounts will be used to pay for the cost of the Reading Festival as there are no School Improvement Funds allocated.</i>			
					Total:	\$1,500.00