

Clay County Schools

Orange Park Elementary School



2015-16 School Improvement Plan

Orange Park Elementary School

1401 PLAINFIELD AVE, Orange Park, FL 32073

<http://ope.oneclay.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	24%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	26%

School Grades History

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

Our 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

Orange Park Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Environment

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

Several books on various grade levels have stories in them pertaining to the different cultures. These books are read and discussed during Making Meaning and/or Being A Writer lessons. We are a school with many children from various cultures. We love and embrace it. This school also prides itself with knowing all the families that attend the school. Families and students are encouraged to share their culture with their class through a variety of ways.

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

Safety is taken very seriously at OPE. A fence surrounds the campus and all visitors must pass through the front office to sign in. Visitors must wear a visitor sticker while on the campus. Staff are trained to look for this sticker and to redirect those who need one to the front office. During arrival and dismissal times there are 8-12 teachers who are on duty. Their job during this time is to provide supervision and monitor student safety. Monthly, students and staff practice either a fire, stranger on campus or severe weather drill. Our guidance counselor spends a lot of time engaged in classroom guidance lessons. Children are taught strategies to help them to get along better with one another. Students are encouraged to come to the teacher, guidance counselor, assistant principal or principal if they have an issue.

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

OPE is a concept school. Students, parents and teachers sign commitments each year as part of the concept model. These commitments establish acceptable and unacceptable behaviors. Some of the commitments are; I will show by my example support for the standards of student conduct, I will remain quiet, on task, and orderly in the classroom, I will speak courteously to any adult or child, I will display good manners and sportsmanship. All grade levels employ a classroom behavior management system. A gradient of consequences are used in most of these plans. Repeated and

severe behavior issues are handled by the administration. In school and out of school suspension are used when necessary. Communication between parents and teachers is a key component of the behavior management process. Folders are used in every classroom as a means of daily communication with parents.

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

OPE is fortunate enough to have a full time guidance counselor on staff. If a teacher feels that a child is struggling in the social-emotional area a guidance referral is written. Our guidance counselor will then meet with the child to determine what course of action to take. The guidance counselor also spends time in each classroom providing classroom guidance lessons. These lessons are comprised of teaching students how to treat each other respectfully and how to handle disagreements. A social worker is also assigned to our school. She can be contacted at any time to help with a student situation or need. One other key component to meeting/teaching social-emotional needs is our reading and writing curriculum, Making Meaning and Being a Writer. In both curricula there are weekly social-emotional goals and learning.

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

OPE's early warning indicators include the following: attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension; one or more suspensions, whether in school or out of school; course failure in English Language Arts or mathematics; a level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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	1	1
One or more suspensions	0	
Course failure in ELA or Math	0	
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	Total
Students exhibiting two or more indicators		

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

When a student exhibits two or more early warning indicators, a school based team shall be established to determine appropriate intervention strategies for the student. A preliminary meeting will

be held to discuss a plan of action. The parents of the child will also be invited to this meeting. Interventions that could be used but are not limited to: counseling/mentoring, closely monitoring academic progress, and personalizing the learning environment and instructional process.

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

OPE is a concept school. All families are required to do 9 hours of volunteer time every school year. We offer numerous and varied opportunities throughout the school year for parents to be involved and volunteer. OPE's success is built on the tripod of parents, students and staff working together. There are always parents on campus helping out in numerous ways. We have a very active Parent Faculty Association (PFA) that works diligently to offer as much support as possible to the school community. PFA meetings are held monthly and are open to all. The School Advisory Council meetings are held monthly and they are also open to all. Administrators have an open door policy and encourage parents to stop by and share concerns as needed. Each grade level uses some sort of daily communication tool. Parents are encouraged to register to use the parent portal feature of the district's student information system, Focus. We also send monthly calendars and newsletters home. We have Open House in the fall and we collect and consider survey results from parents.

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

Our PFA has done a great job spearheading this endeavor. They have reached out to numerous local businesses to establish partnerships. Several restaurants have set up monthly spirit nights where our school earns a percentage of the sales for that night. Some of these restaurants are Chick-Fil-A, Jersey Mike's, and The Loop Pizza Grill. Dunkin Donuts provides a monthly donation of donuts for our Good Citizens Breakfast. Other businesses have given reward incentives that are used with quarterly academic certificates.

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
Viola, Jenn	Teacher, K-12
Rugen, Amy	Assistant Principal
Williams, Tami	Teacher, K-12
Jolley, Denise	Teacher, K-12
Bachmayer, Abby	Teacher, K-12
Hines, Kim	Teacher, K-12
White, Heidi	Teacher, K-12
Harris, Chris	Teacher, K-12
Stapleton, Linda	Teacher, K-12
Pfuntner, Tracy	Teacher, ESE
Cargill, Kathleen	Guidance Counselor
McCullough, Carole	Principal

Duties

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

Members of the School-Based Leadership team also serve as their grade level chair. One of the functions 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 in Reading, K-6 Performance Matters benchmark assessments (3-6 Reading and K-6 Math), and formal assessments such as the newly designed Florida Standards Assessment (FSA). The principal is the leader of the meeting. The assistant principal attends the meetings in a support role for the principal. Meetings take place once a month to discuss pertinent curriculum information. Some shared decision making takes place within this team.

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 and level 1 & 2 students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Administrators will meet on an as needed basis with all grade level/content area teams. At these 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
Carole McCullough	Principal
Tobi Brown	Parent
Russell Franklin	Parent
Natasha Rich	Parent
Cheryl Smiley	Parent
Wendy McClellan	Education Support Employee
Lisa Coleman	Parent
Jennifer Winter	Parent
Tina Cada	Parent
Andrew Brown	Parent
Alex Thomas	Parent
Dawn DiMaggio	Parent
Mary Pat Callihan	Teacher

Duties

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

Evaluation of last year's school improvement plan

The previous year's school improvement plan was reviewed by the SAC. Progress and results dealing with the goals were shared with the SAC team.

Development of this school improvement plan

The SAC team looked at the end of year assessment data from 2014-15 school year. Priorities and county wide initiatives were shared with the team. This year's ideas and goals were shared with the team in order to generate discussions on OPE's goals and direction for the year.

Preparation of the school's annual budget and plan

The principal met with the SAC team and all teachers and support staff were also invited in order to discuss OPE's budget.

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

There are not School Improvement funds available this year.

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
McCullough, Carole	Principal
Rugen, Amy	Assistant Principal
Reed, Glenda	Teacher, K-12
Wilkes, Amanda	Teacher, K-12
Allen, Jennifer	Teacher, K-12
Dougherty, LeeAnne	Teacher, K-12
Lusk, Allison	Teacher, K-12
Geeser, Molly	Teacher, K-12
Green, Monica	Teacher, K-12
Tischer, April	Instructional Technology
Teichert, Kathy	Teacher, ESE
Cargill, Kathleen	Guidance Counselor
Holtzaple, Jennifer	Psychologist

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is to provide support for the MTSS process so that students who are most at risk in Reading will receive intensive and immediate intervention services. Data from K-2 Foundational Skills Assessment in Reading and 3-6 Performance Matters Reading Assessment will be analyzed to drive instruction. Teachers are using a reading program called Making Meaning. The literacy leadership team will provide support for teachers as they implement this program.

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

Last year OPE was chosen to be a model school. Part of the model school commitment is to create collaborative classrooms. Every Wednesday afternoon the faculty comes together for one hour to participate in professional development. During this time teachers spend time team building in a variety of ways. Time is also spent in smaller Professional Learning Communities. These groups consist of 3-5 members that share similar professional development goals. Collaborative planning, data analysis, unpacking of the standards and lesson building will occur during these times.

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

The principal and assistant principal attend county a recruitment/ job fair every year, house as many interns as possible in order to see them in action for a semester, and participates in the UNF mock interview program.

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

The Clay County School District has a mentoring program titled BEST for all new teachers. All new teachers in the district are assigned a school-based mentor teacher and a BEST coach. The BEST

Coaches or Beginning Educator Support Team Coaches work alongside new teachers to build a collaborative classroom. We are a small enough staff that principal and assistant principal spend a lot of time with new teachers their first year, including sitting in on conferences if need be. Administration goes through OPE commitments, faculty/staff handbook, curriculum and so forth.

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

Curriculum maps for all subject areas are created by county curriculum specialist. Florida Standards are used in the creation of these maps. The maps are used by teachers to help guide and plan out their instruction for the school year. District Initiatives are being implemented at the school level to make sure our instructional programs are in line with Florida standards. The county has in-serviced all teachers on using the Framework for Intentional and Targeted Teaching in their instruction. This framework is to be used across all content areas to ensure best teaching practices. Teachers will participate in weekly professional learning communities in which they will complete logs.

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

Common assessments are used in each grade level. Data from these assessments are analyzed to look for students who may be struggling. During Professional Learning Communities students who may be having difficulties with different standards also are identified and tracked. Children who continue to struggle are referred to the guidance counselor who then begins the MTSS process. Teachers can initiate appropriate, effective interventions to better meet the needs of these students. Also through the use of the Making Meaning and Being A Writer curriculum, individual student conferencing time is built in.

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: 720

An after school tutoring program will be offered to students who are in need of extra instruction in the areas of Math and Reading. The tutoring will be available in grades 3rd -6th. Identified students will meet once or twice a week for 1 hour.

Strategy Rationale

During this time teachers are able to work with a smaller group of students (7-10) who are experiencing some difficulties with particular standards or skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McCullough, Carole, cmccullough@oneclay.net

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

The teachers that are tutoring will analyze student work during these sessions. They will also monitor any assessments/student work that the student completes during the regular school day to ensure that tutoring is having a positive effect on the student. Teachers that tutor will communicate regularly with the classroom teachers of the identified students.

Strategy: After School Program

Minutes added to school year: 1,740

Teachers will meet weekly for one hour to participate in Professional Learning Communities

Strategy Rationale

When teachers spend structured and intentional time weekly collaborating around teaching and learning it is understood that teaching practices improve.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

McCullough, Carole, cmccullough@oneclay.net

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

PLC logs will be completed weekly by the PLC teams. Administrators will monitor these logs.

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 Orange Park Elementary all incoming kindergarten students are assessed prior to entering kindergarten in order to establish individual or group needs. All students are assessed in the areas of Basic Skills, School Readiness, Oral Language, Syntax, Print/Letter Knowledge, Phonological Awareness and Processing. The Florida Kindergarten Reading Screener is given within the first 30 days of school. ECHOS will serve as a screener for social/emotional development and overall school readiness. The Clay Foundational Skills Assessment is administered one on one to all kindergarten students to determine their initial probability of success in Reading. Screening data will be collected and analyzed during the months of September and October. Data will be used to plan daily academic and social/emotional instruction for all students and for those students who may need intervention beyond the core instruction.

For 6th grade students, there is a junior high placement test for advanced mathematics classes and intensive reading classes. Data from the Florida Standards Assessment, Performance Matters Assessments and classroom performance are also used to determine class selection for students as they transition to junior high.

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:

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.** Strengthen Professional Learning Communities.
- G2.** Students will become proficient in their ability to make their own thinking visible across all subject areas.
- G3.** Students will become more proficient with citing specific evidence to support their thinking both verbally and in writing across all subject areas.

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. Strengthen Professional Learning Communities. 1a

G071359

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	70.0

Resources Available to Support the Goal 2

- Model School coach that is with us 4 days a week, including one hour of professional development weekly
- Current standards, maps and curriculum resources
- Articles pertaining to PD that are applicable, current and compare to OPE

Targeted Barriers to Achieving the Goal 3

- Making sure the PD is applicable for grades K-6 and resource teachers

Plan to Monitor Progress Toward G1. 8

PLC logs will be used to detail the learning that goes on during this time. Classroom walk throughs will also show the effects of the learning that occurred during the PLC's.

Person Responsible

Carole McCullough

Schedule

Weekly, from 8/26/2015 to 5/11/2016

Evidence of Completion

PLC logs and walk through feedback will be used as evidence.

G2. Students will become proficient in their ability to make their own thinking visible across all subject areas. 1a

G071360

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	70.0

Resources Available to Support the Goal 2

- Being a Writer curriculum (updated for the 2014-15 school year), lessons daily.
- Journals for each student for every academic subject along with built in instruction time to journal/validate thinking 3-4 times a week.
- Provide appropriate scaffolding, continually building on prior knowledge and skills
- Participation in ongoing/relevant professional development on effective strategies to develop student skills in writing

Targeted Barriers to Achieving the Goal 3

- Teachers reluctance to acknowledge that change is needed

Plan to Monitor Progress Toward G2. 8

Formative assessments will be developed and implemented by PLC groups. Student work, district and school level benchmarks and teacher-created assessments will be analyzed during PLC time.

Person Responsible

Carole McCullough

Schedule

Weekly, from 8/26/2015 to 5/11/2016

Evidence of Completion

Student work and assessments along with PLC logs will serve as evidence.

G3. Students will become more proficient with citing specific evidence to support their thinking both verbally and in writing across all subject areas. 1a

G071361

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0

Resources Available to Support the Goal 2

- Making Meaning reading curriculum
- Participation in Professional Learning Communities
- Use of Framework for Intentional and Targeted Teaching

Targeted Barriers to Achieving the Goal 3

- Teachers need to understand what citing evidence looks like and to be able to plan instruction that develops the skill.

Plan to Monitor Progress Toward G3. 8

Formative assessments will be developed and implemented by PLC groups. Student work, district and school level benchmarks and teacher created assessments will be analyzed during the PLC's.

Person Responsible

Carole McCullough

Schedule

Weekly, from 8/26/2015 to 5/11/2016

Evidence of Completion

Student work and assessments along with PLC logs will serve as evidence.

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. Strengthen Professional Learning Communities. **1**

 G071359

G1.B3 Making sure the PD is applicable for grades K-6 and resource teachers **2**

 B186043

G1.B3.S1 Students lack proficiency in citing text evidence and validating their thinking both orally and in writing. All teachers will need to incorporate instructional strategies into their teaching to address these skills. **4**

 S197449

Strategy Rationale

According to the new Florida State Standards, all students need to have the ability to validate their own thinking and cite evidence to support that thinking both orally and in writing. The skill crosses all grade levels and content areas. As educators, we need to understand what it looks like and to be able to plan instruction and learning activities that develop the skills.

Action Step 1 **5**

All teachers will meet weekly for Professional Learning Communities. Administrators will rotate through the PLC's to listen in and assist.

Person Responsible

Carole McCullough

Schedule

Weekly, from 8/26/2015 to 5/11/2016

Evidence of Completion

Sign in sheets will be used to track attendance. PLC logs will be kept by the groups to detail their work.

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

Administrators will spend time with each PLC group. The purpose will be to listen in and assist if necessary.

Person Responsible

Carole McCullough

Schedule

Weekly, from 8/26/2015 to 5/11/2016

Evidence of Completion

Administrators will read the PLC's logs that are completed by each group.

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

Classroom walk throughs will be completed by administrators.

Person Responsible

Carole McCullough

Schedule

Weekly, from 8/26/2015 to 5/11/2016

Evidence of Completion

Classroom walk throughs using the Framework for Intentional and Targeted Teaching and the principles of the collaborative classroom will be used to provide feedback to the teachers.

G2. Students will become proficient in their ability to make their own thinking visible across all subject areas.

1

G071360

G2.B3 Teachers reluctance to acknowledge that change is needed 2

B186046

G2.B3.S1 Through participation in Professional Development, teachers will gain a new appreciation for the importance of students making their own thinking visible across all subject areas. 4

S197450

Strategy Rationale

When teachers spend structured time weekly collaborating around teaching and learning, teaching practices improve. It improves their understanding of the shifts taking place and how they can best meet the needs of their students.

Action Step 1 5

Once a month, the Model School Coach, Jennifer Umbaugh will conduct Professional Development on Making Student Thinking Visible. Administration will participate in the Professional Development.

Person Responsible

Carole McCullough

Schedule

Weekly, from 8/26/2015 to 5/11/2016

Evidence of Completion

Sign-in sheets will serve as evidence.

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

The time for PD will be held sacred. Teachers will be expected to attend.

Person Responsible

Carole McCullough

Schedule

Weekly, from 8/26/2015 to 5/11/2016

Evidence of Completion

Follow-up activities will be completed. Sign in sheets will track attendance.

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

Student work will be analyzed during PD and PLC time. Classroom walk throughs will be conducted by administrators in order to provide feedback to teachers.

Person Responsible

Carole McCullough

Schedule

Weekly, from 8/26/2015 to 5/11/2016

Evidence of Completion

PLC logs and follow-up activities will be used to document the collaboration and planning the teachers do during this time. Teachers will receive walk through feedback from administration.

G3. Students will become more proficient with citing specific evidence to support their thinking both verbally and in writing across all subject areas. 1

G071361

G3.B1 Teachers need to understand what citing evidence looks like and to be able to plan instruction that develops the skill. 2

B186047

G3.B1.S1 Create an environment where teachers feel supported as they develop this skill in their classrooms. 4

S197451

Strategy Rationale

When teachers feel that they are supported especially when developing a new skill they are more likely to do the work. This in turn benefits the students.

Action Step 1 5

A supported environment will be created through the use of relevant Professional Learning Communities that teachers will attend weekly. Additionally, administration will provide nonjudgmental walk through feedback.

Person Responsible

Carole McCullough

Schedule

Weekly, from 8/26/2015 to 5/11/2016

Evidence of Completion

Teachers will complete logs that detail their work in their Professional Learning Communities. These logs will be monitored by the administration.

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

Attendance will be expected at the weekly professional learning time.

Person Responsible

Carole McCullough

Schedule

Weekly, from 8/26/2015 to 5/11/2016

Evidence of Completion

Sign in sheets will be used to track attendance. PLC logs will be used to document the collaboration and planning the teachers do during this time. Teachers will receive nonjudgmental walk through feedback from administration.

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

Classroom walk throughs will be completed by administrators. Formative assessments and student work will also be analyzed during the PLC time.

Person Responsible

Carole McCullough

Schedule

Weekly, from 8/26/2015 to 5/11/2016

Evidence of Completion

Classroom walk throughs using the Framework for Intentional and Targeted Teaching and principles of the collaborative classroom will provide feedback to the teachers. PLC logs will also be used.

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	All teachers will meet weekly for Professional Learning Communities. Administrators will rotate through the PLC's to listen in and assist.	McCullough, Carole	8/26/2015	Sign in sheets will be used to track attendance. PLC logs will be kept by the groups to detail their work.	5/11/2016 weekly
G2.B3.S1.A1	Once a month, the Model School Coach, Jennifer Umbaugh will conduct Professional Development on Making Student Thinking Visible. Administration will participate in the Professional Development.	McCullough, Carole	8/26/2015	Sign-in sheets will serve as evidence.	5/11/2016 weekly
G3.B1.S1.A1	A supported environment will be created through the use of relevant Professional Learning Communities that teachers will attend weekly. Additionally, administration will provide nonjudgmental walk through feedback.	McCullough, Carole	8/26/2015	Teachers will complete logs that detail their work in their Professional Learning Communities. These logs will be monitored by the administration.	5/11/2016 weekly
G1.MA1	PLC logs will be used to detail the learning that goes on during this time. Classroom walk throughs will also show the effects of the learning that occurred during the PLC's.	McCullough, Carole	8/26/2015	PLC logs and walk through feedback will be used as evidence.	5/11/2016 weekly
G1.B3.S1.MA1	Classroom walk throughs will be completed by administrators.	McCullough, Carole	8/26/2015	Classroom walk throughs using the Framework for Intentional and Targeted Teaching and the principles of the collaborative classroom will be used to provide feedback to the teachers.	5/11/2016 weekly
G1.B3.S1.MA1	Administrators will spend time with each PLC group. The purpose will be to listen in and assist if necessary.	McCullough, Carole	8/26/2015	Administrators will read the PLC's logs that are completed by each group.	5/11/2016 weekly
G2.MA1	Formative assessments will be developed and implemented by PLC groups. Student work, district and school level benchmarks and teacher-	McCullough, Carole	8/26/2015	Student work and assessments along with PLC logs will serve as evidence.	5/11/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	created assessments will be analyzed during PLC time.				
G2.B3.S1.MA1	Student work will be analyzed during PD and PLC time. Classroom walk throughs will be conducted by administrators in order to provide feedback to teachers.	McCullough, Carole	8/26/2015	PLC logs and follow-up activities will be used to document the collaboration and planning the teachers do during this time. Teachers will receive walk through feedback from administration.	5/11/2016 weekly
G2.B3.S1.MA1	The time for PD will be held sacred. Teachers will be expected to attend.	McCullough, Carole	8/26/2015	Follow-up activities will be completed. Sign in sheets will track attendance.	5/11/2016 weekly
G3.MA1	Formative assessments will be developed and implemented by PLC groups. Student work, district and school level benchmarks and teacher created assessments will be analyzed during the PLC's.	McCullough, Carole	8/26/2015	Student work and assessments along with PLC logs will serve as evidence.	5/11/2016 weekly
G3.B1.S1.MA1	Classroom walk throughs will be completed by administrators. Formative assessments and student work will also be analyzed during the PLC time.	McCullough, Carole	8/26/2015	Classroom walk throughs using the Framework for Intentional and Targeted Teaching and principles of the collaborative classroom will provide feedback to the teachers. PLC logs will also be used.	5/11/2016 weekly
G3.B1.S1.MA1	Attendance will be expected at the weekly professional learning time.	McCullough, Carole	8/26/2015	Sign in sheets will be used to track attendance. PLC logs will be used to document the collaboration and planning the teachers do during this time. Teachers will receive nonjudgmental walk through feedback from administration.	5/11/2016 weekly

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. Strengthen Professional Learning Communities.

G1.B3 Making sure the PD is applicable for grades K-6 and resource teachers

G1.B3.S1 Students lack proficiency in citing text evidence and validating their thinking both orally and in writing. All teachers will need to incorporate instructional strategies into their teaching to address these skills.

PD Opportunity 1

All teachers will meet weekly for Professional Learning Communities. Administrators will rotate through the PLC's to listen in and assist.

Facilitator

Carole McCullough (Principal)/ Jennifer Umbaugh (Model School Coach)

Participants

All Teachers

Schedule

Weekly, from 8/26/2015 to 5/11/2016

G2. Students will become proficient in their ability to make their own thinking visible across all subject areas.

G2.B3 Teachers reluctance to acknowledge that change is needed

G2.B3.S1 Through participation in Professional Development, teachers will gain a new appreciation for the importance of students making their own thinking visible across all subject areas.

PD Opportunity 1

Once a month, the Model School Coach, Jennifer Umbaugh will conduct Professional Development on Making Student Thinking Visible. Administration will participate in the Professional Development.

Facilitator

Carole McCullough (Principal) / Jennifer Umbaugh (model school coach)

Participants

all teachers

Schedule

Weekly, from 8/26/2015 to 5/11/2016

G3. Students will become more proficient with citing specific evidence to support their thinking both verbally and in writing across all subject areas.

G3.B1 Teachers need to understand what citing evidence looks like and to be able to plan instruction that develops the skill.

G3.B1.S1 Create an environment where teachers feel supported as they develop this skill in their classrooms.

PD Opportunity 1

A supported environment will be created through the use of relevant Professional Learning Communities that teachers will attend weekly. Additionally, administration will provide nonjudgmental walk through feedback.

Facilitator

Carole McCullough (Principal) / Jennifer Umbaugh (model school coach)

Participants

All teachers will participate

Schedule

Weekly, from 8/26/2015 to 5/11/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B3.S1.A1	All teachers will meet weekly for Professional Learning Communities. Administrators will rotate through the PLC's to listen in and assist.	\$0.00
2	G2.B3.S1.A1	Once a month, the Model School Coach, Jennifer Umbaugh will conduct Professional Development on Making Student Thinking Visible. Administration will participate in the Professional Development.	\$0.00
3	G3.B1.S1.A1	A supported environment will be created through the use of relevant Professional Learning Communities that teachers will attend weekly. Additionally, administration will provide nonjudgmental walk through feedback.	\$0.00
Total:			\$0.00