

Duval County Public Schools

# Ortega Elementary School



2015-16 School Improvement Plan

## Ortega Elementary School

4010 BALTIC ST, Jacksonville, FL 32210

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

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	70%

### School Grades History

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

*\*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 was approved by the Duval County School Board on 12/7/2015.

### SIP Authority and Template

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

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

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

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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	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

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

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

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

#### School Environment

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

The school learns about students' cultures and builds relationships by utilizing the student climate survey administered at the end of each school year. The teachers also provide students with interest surveys at the beginning of each school year. The information from these interest surveys help teachers build a rapport with their students. Positive behavior is also recognized by teachers through a variety of activities and incentives for individuals, groups, or whole class, such as classroom tickets, treasure chest, lunch bunch, and visual representations. Our PBIS team has created a new school wide positive behavior system which allows classes to earn medallions based on their location, which are then showcased on a large board (football field) in the main hallway. Students are rewarded once they get a "touchdown". Each class then starts over as they acquire a "touchdown". This creates a friendly competition amongst classes and grade levels.

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

Ortega creates a school environment to help students feel safe by implementing a variety of strategies such as CHAMPS expectations for the hall, restrooms, cafeteria, auditorium, and playground, which are taught, posted and monitored. This year, a new system has been implemented to ensure that all students are arriving and leaving in an orderly manner. In the morning, students walk in a line by bus with a Patrol leading them to their designated location (Cafeteria or Auditorium). In the afternoons, students are dismissed by bus with a line leader carrying a stick to signify the bus. Students are to remain in line as they walk to their bus. There are patrols and adults placed strategically around the campus to ensure the flow of students is orderly. A "Red Bag" system has been implemented as well. This bag goes with classes everywhere they go as it contains important emergency information such as class rosters, students with medication needs, evacuation plans, etc. Drills will be carried out throughout the year to ensure all parties involved know and understand their role. All students are tagged on the first day of school with either a bus tag indicating their bus number or an assigned car number to ensure an accurate dismissal process. We have also organized a Student Council for students in Kindergarten through fifth grade. The club has a faculty sponsor and has carried out elections. These students will participate in a variety of activities however, their primary role is to be a voice for their peers.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Our school wide behavioral system is in place to ensure student engagement is maximized and ensures students feel safe in and around the school campus. First and foremost our students are trained on the Code of Conduct the first week of school. They are reminded about the expectations during our quarterly "Principal Chats". Teachers are also trained on the Code of Conduct during preplanning and are tasked with enforcing and using the language from the Code of Conduct to maintain consistency. Our students are also expected to follow the Ortega Guidelines for Success and the CHAMPS expectations which are strategically posted around the school. Students are recognized for exhibiting the school character traits during the monthly Flag Raising ceremonies. These character traits are built around our Guidelines for Success. Individual students can also be recognized via a positive referral when caught doing something good. Our PBIS team has created a new school wide positive behavior system which allows classes to earn medallions based on their location, which are then showcased on a large board (football field) in the main hallway. Students are rewarded once they get a "touchdown". Each class then starts over as they acquire a "touchdown". This creates a friendly competition amongst classes and grade levels. As classes earn a "touchdown" it is broadcasted on our Morning Show with the Ortega News Crew and the Principal each day. The resource teachers have also begun rewarding students for exceptional behavior during resource class. In PE, the class with the best participation and behavior for the month is awarded the Golden Sneaker Award and six students are selected each month for outstanding behavior during music. These, too, are announced at Flag Raising Ceremonies each month. Our Foundations team meets monthly to discuss whether or not changes need to be made and how to best move forward.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

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

### **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**

AIT meetings are scheduled on a monthly basis to conference with parents in reference to the attendance concern and the correlation to their child's academic achievement  
Include attendance reports during Rtl meetings to keep parents abreast  
School-wide Positive Behavior System provides class incentives on a continuous basis. Also, each class has a behavior system designed to meet the needs of their class. All plans provide students with the opportunity to move in a positive direction throughout the day.

**Provide the following data related to the school's early warning system**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	6	9	8	8	6	50
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	1	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	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**

Students have been assigned school-based mentors to provide encouragement and assistance when needed.

Parent Academic Nights are held to assist parents in aligning the strategies for home learning with those taught in school.

Teachers meet with students during small groups to ensure individual needs are being met.

Additional Blended Learning opportunities are available. Principal Chats are done quarterly to ensure students are aware of their achievement and expected goal. Incentives are provided, as well.

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

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

## Effective Leadership

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

### School Leadership Team

#### Membership:

Name	Title
Brannan, Stephanie	Principal
Berges, Virginia	Guidance Counselor
Williams, Suzannah	Instructional Coach
Smith, Nichelle	Assistant Principal

#### Duties

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

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

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school leadership team utilizes teacher, student and parent survey results from the previous year to determine areas in need of improvement. This information in conjunction with formal and informal observations and walkthroughs help provide an academic focus while maintaining a positive culture. Based on this information, the leadership team then determines how to best utilize district funds such

as SAI dollars, in order to provide resource and personnel that are aligned to the school's goals. Beginning in January, an after school tutoring program will be implemented that targets students in the lower quartile in reading and math. The leadership team also collaborates with the School Advisory Committee in order to create the Mid-Year Stakeholders Report.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Stephanie Brannan	Principal
Gail Hadden	Teacher
Susie Moore	Business/Community
Susan Geiger	Parent
Ken Davis	Business/Community
Andrea Curry	Parent
Elena Moxon	Parent
Ashley Pinckney	Parent
Brittany Wilson	Parent
Natalie Scott	Education Support Employee

#### Duties

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

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

The School Advisory Committee reviews the strategies and progress of last year's plan in order to help provide input into the current school improvement plan. They also are provided the opportunity to participate in the mid-year review, which will take place in January 2016.

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

The SAC Committee has input into the School Improvement Plan at the first SAC meeting. The SAC is also responsible for reviewing the plan at mid-year as well as at the end of the year in order to provide suggestions for improvement. SAC will continue to be kept abreast of student data at each meeting and be given an opportunity to provide input and direction where applicable.

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

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

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

The School Improvement Funds that were spent last year was approximately \$850 which were allocated to purchase Bare Books. These books are used by students as learning journals while working through their units of study for the Museum Studies part of our curriculum.

***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
Brannan, Stephanie	Principal
Smith, Nichelle	Assistant Principal
Williams, Suzannah	Instructional Coach
Berges, Virginia	Guidance Counselor

#### Duties

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

The Literacy Leadership Team will focus on:

- \* Response to Intervention
- \* Actively participate in the Superintendent's 25 Book Challenge
- \* Create and participate in a variety of literacy activities for Literacy Week
- \* Ensure the district provided curriculum, Duval Reads, is used with fidelity
- \* Classroom observations
- \* Conducting vertical articulation meetings
- \* Curriculum Alignment (ensuring teaching aligns to standards and student needs)
- \* Analysis of data and student work
- \* Examining FSA Specifications to ensure a high level of rigor and complexity.

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

### Public and Collaborative Teaching

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

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers are provided with a variety of collaborative opportunities to plan together. Schedules ensure that teachers have three days of common planning time each week. One of these days, teachers meet with administrators and the Instructional Coach to review data, student work and ensure the curriculum provided by the district is being taught with fidelity so that our children are receiving a rigorous education. There is also a six week rotating schedule to allow for grade levels to meet for two hours of uninterrupted PLC time on their assigned Monday, in order to work on becoming an expert on the curriculum, analyzing standards, analyzing student work or analyzing data. Teachers also participate on subject based committees on a monthly basis to assist with planning parent academic nights, reviewing the school improvement plan, determining additional professional development needs and/or participating in professional book studies.

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

- District Provided Professional Development
- Monthly New Teacher Meetings
- Assigning new teachers an experienced mentor/ buddy
- Create a “family” environment
- Professional Development Workshops

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

Shaun Bennett (mentor- Gail Hadden) Mrs. Hadden is a veteran teacher who has been at Ortega for almost 20 years and has been in education for 28 years. She works well with and knows the majority of the students. She has great classroom management and can provide assistance to Mr. Bennett as he works with all grade levels. She will continue to mentor Mr. Bennett as he completes his Mentoring and Induction for Novice Teachers (MINT) program.

Erica Mortimer (mentor- Kathleen McAllister) Ms. McAllister is a veteran teacher who has been at Ortega for 10+ years. She is very organized and values education and systems. She is a great mentor to assist Mrs. Mortimer in becoming a great teacher. She will continue to mentor Mrs. Mortimer as she completes her Mentoring and Induction for Novice Teachers (MINT) program.

Brooke Putnam (mentor- Margaret Murry) Ms. Murry is a veteran teacher who has been at Ortega for over 20 years and has been in education for almost 25 years. She works well and knows the majority of the students and parents at Ortega. Her positive attitude and desire to improve education specifically in the primary classrooms makes her a great candidate to mentor Ms. Putnam, a first grade teacher. She will continue to mentor Ms. Putnam as she completes her Mentoring and Induction for Novice Teachers (MINT) program.

Samantha Wilson (mentor- Suzannah Williams) Ms. Williams is new to Ortega however as a veteran teacher, an Instructional Coach and a member of the leadership team, she is a great asset to Ms. Wilson as she works to become acclimated with the new curriculum and expectations of Duval County. Ms. Wilson is an experienced teacher transferring from another county within Florida.

Megan Barrow (mentor- Judy Fuzzell) Mrs. Fuzzell is a veteran teacher who has been at Ortega for over 20 years and has been in education for over 25 years. Her experience of teaching and best practices lend well to assist Ms. Barrow on becoming acclimated with the new curriculum and expectations of Duval County. Ms. Barrow is a second year teacher transferring from another county within Florida. She will continue to mentor Ms. Barrow as she completes her Mentoring and Induction for Novice Teachers (MINT) program.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

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

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school uses data from a variety of sources, including informal and formal assessments. At the beginning of the year, teachers administer assessments such as FLKRS, DAR, I-Ready, and Achieves 3000 to determine where students are currently performing. Based upon all of this data, the teachers design small group center rotations that meet the needs of individual students. During grade level meetings and PLC meetings, the leadership team reviews the current data and assists teachers in developing lessons that meet the needs of all students. When students are struggling with meeting the benchmark expectations, the teachers plan for small group or individualized instruction in order to provide Tier 2 and Tier 3 interventions.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 179

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

***Strategy Rationale***

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

***Strategy Purpose(s)***

- Enrichment

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

Williams, Suzannah, williamss24@duvalschools.org

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

The Leadership team pulls school wide data and monitors the usage, progress and areas for concern. Teachers also have the ability to pull reports and monitor student progress.

**Student Transition and Readiness**

**PreK-12 Transition**

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

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

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

**College and Career Readiness**

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

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

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

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

## 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

 = Problem Solving Step    S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we decrease bus discipline referrals by 30% by the end of the 2015-2016 school year, then students will arrive to school ready to learn.
- G2.** If we structure Professional Learning Communities with the implementation of purposeful planning including data analysis, small groups, higher order questioning and written extensions, then rigor will increase in all academic 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.** If we decrease bus discipline referrals by 30% by the end of the 2015-2016 school year, then students will arrive to school ready to learn. 1a

G071868

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	85.0

**Resources Available to Support the Goal** 2

- District PBIS support for training of bus drivers, collaboration with Birnie Bus to provide bus drivers with management techniques (CHAMPS) and the necessary posters to post on the buses to support our expectations.

**Targeted Barriers to Achieving the Goal** 3

- There is a lack of bus drivers' understanding and managing student behaviors.

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

Student Referrals

**Person Responsible**

Nichelle Smith

**Schedule**

Monthly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Analysis of student referrals

**G2.** If we structure Professional Learning Communities with the implementation of purposeful planning including data analysis, small groups, higher order questioning and written extensions, then rigor will increase in all academic areas. 1a

G071869

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0
FSA Mathematics - Achievement	60.0
FSA English Language Arts - Achievement	60.0

**Resources Available to Support the Goal** 2

- Master Schedule to allow for more common planning and PLC time for all grade levels K-5 - Curriculum Guides/ Teacher's Editions - Professional Development Videos found on district website and Engage NY website - Template/ protocol for planning - District support staff (math and reading coaches)

**Targeted Barriers to Achieving the Goal** 3

- Lack of background knowledge with new curriculum

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

The leadership team will conduct walk throughs, CAST observations, and participate in conversations with students.

**Person Responsible**

Stephanie Brannan

**Schedule**

Weekly, from 8/31/2015 to 5/27/2016

**Evidence of Completion**

Walk through forms and CAST observation forms with feedback

## 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.** If we decrease bus discipline referrals by 30% by the end of the 2015-2016 school year, then students will arrive to school ready to learn. **1**

 **G071868**

**G1.B1** There is a lack of bus drivers' understanding and managing student behaviors. **2**

 **B187411**

**G1.B1.S1** Provide bus drivers with the necessary CHAMPS training, posters, and support. **4**

 **S198878**

### Strategy Rationale

This is to ensure consistency between school and the bus

### Action Step 1 **5**

Provide all of our bus drivers training on the CHAMPS model and provide them the posters needed to hang in the buses to be used as a visual reminder for all students.

### Person Responsible

Nichelle Smith

### Schedule

Semiannually, from 9/3/2015 to 4/29/2016

### Evidence of Completion

Administrators log, sign-in sheet with bus drivers signatures, and posted CHAMPS posters.

## Action Step 2 5

New procedures have been put into place for students exiting the bus every day. Students are escorted by a patrol while walking in a line from the bus to their designated location (auditorium or cafeteria).

### **Person Responsible**

Nichelle Smith

### **Schedule**

Daily, from 8/24/2015 to 6/10/2016

### ***Evidence of Completion***

The procedure is implemented daily

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

The assistant principal, principal and other school personnel will monitor the process daily by being visible at the bus loading zone and throughout the building.

### **Person Responsible**

Nichelle Smith

### **Schedule**

Daily, from 8/24/2015 to 6/10/2016

### ***Evidence of Completion***

Through conversations with the bus drivers and through administrators' observations

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

Through the number of referrals written by bus drivers

### **Person Responsible**

Nichelle Smith

### **Schedule**

Monthly, from 8/24/2015 to 6/10/2016


### ***Evidence of Completion***

Referrals

**G2.** If we structure Professional Learning Communities with the implementation of purposeful planning including data analysis, small groups, higher order questioning and written extensions, then rigor will increase in all academic areas. 1

 G071869

**G2.B1** Lack of background knowledge with new curriculum 2

 B187412

**G2.B1.S1** Provide teachers with a structured format (lesson planning template) to guide their lesson planning sessions. 4

 S198879

### **Strategy Rationale**

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

### **Action Step 1** 5

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

#### **Person Responsible**

Stephanie Brannan

#### **Schedule**

Weekly, from 8/24/2015 to 6/10/2016

#### **Evidence of Completion**

Master resource schedule and administration's calendars/ logs

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

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

#### **Person Responsible**

Stephanie Brannan

#### **Schedule**

Weekly, from 8/24/2015 to 6/10/2016

#### **Evidence of Completion**

Walk through forms, administrators' calendars/ logs, and grade level meeting minutes

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

Administration will conduct CAST observations to determine if planned lessons are providing the high levels of rigor, high order questioning, written extensions across content areas, and small groups based on data.

**Person Responsible**

Stephanie Brannan

**Schedule**

Weekly, from 9/21/2015 to 4/29/2016

***Evidence of Completion***

CAST observation forms with feedback

**G2.B1.S2 PLCs for curriculum implementation and differentiation** 4

 S198880

**Strategy Rationale**

To ensure teachers will gain confidence and understanding of the new curriculum and to help bridge gaps and ensure concepts are taught with fidelity

**Action Step 1** 5

Create differentiated training sessions based on needs of each grade level. Meet with each grade level weekly to assist with the planning, instructional delivery, small group instruction, and data analysis.

**Person Responsible**

Stephanie Brannan

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

***Evidence of Completion***

Grade level minutes and administrator's calendars and logs

## Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The leadership team will create the agendas and participate in the planned training sessions for each grade level each week. Admin will then follow up by conducting walk throughs and CAST observations to determine the fidelity of the knowledge gained during the training sessions.

### Person Responsible

Stephanie Brannan

### Schedule

Weekly, from 8/31/2015 to 5/27/2016

### Evidence of Completion

Agendas, administrators' calendars and logs, walk through forms, and CAST observation forms with feedback

## Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administration will conduct CAST observations and informal walk throughs to determine if the planned training sessions are yielding results in the lessons, small group centers, etc...

### Person Responsible

Stephanie Brannan

### Schedule

Daily, from 8/31/2015 to 5/27/2016

### Evidence of Completion

CAST observations with feedback and informal walk throughs with feedback

## 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	Provide all of our bus drivers training on the CHAMPS model and provide them the posters needed to hang in the buses to be used as a visual reminder for all students.	Smith, Nichelle	9/3/2015	Administrators log, sign-in sheet with bus drivers signatures, and posted CHAMPS posters.	4/29/2016 semiannually
G2.B1.S1.A1	Create a master resource schedule which allows for common planning time three days per week as well as a six week rotation schedule, allowing for a large block of additional, uninterrupted planning time for all grade levels.	Brannan, Stephanie	8/24/2015	Master resource schedule and administration's calendars/ logs	6/10/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1	Create differentiated training sessions based on needs of each grade level. Meet with each grade level weekly to assist with the planning, instructional delivery, small group instruction, and data analysis.	Brannan, Stephanie	8/24/2015	Grade level minutes and administrator's calendars and logs	6/10/2016 weekly
G1.B1.S1.A2	New procedures have been put into place for students exiting the bus every day. Students are escorted by a patrol while walking in a line from the bus to their designated location (auditorium or cafeteria).	Smith, Nichelle	8/24/2015	The procedure is implemented daily	6/10/2016 daily
G1.MA1	Student Referrals	Smith, Nichelle	8/24/2015	Analysis of student referrals	6/10/2016 monthly
G1.B1.S1.MA1	Through the number of referrals written by bus drivers	Smith, Nichelle	8/24/2015	Referrals	6/10/2016 monthly
G1.B1.S1.MA1	The assistant principal, principal and other school personnel will monitor the process daily by being visible at the bus loading zone and throughout the building.	Smith, Nichelle	8/24/2015	Through conversations with the bus drivers and through administrators' observations	6/10/2016 daily
G2.MA1	The leadership team will conduct walk throughs, CAST observations, and participate in conversations with students.	Brannan, Stephanie	8/31/2015	Walk through forms and CAST observation forms with feedback	5/27/2016 weekly
G2.B1.S1.MA1	Administration will conduct CAST observations to determine if planned lessons are providing the high levels of rigor, high order questioning, written extensions across content areas, and small groups based on data.	Brannan, Stephanie	9/21/2015	CAST observation forms with feedback	4/29/2016 weekly
G2.B1.S1.MA1	The leadership team will participate in the planning sessions and follow up by conducting walk throughs and CAST observations to determine the fidelity of implementation.	Brannan, Stephanie	8/24/2015	Walk through forms, administrators' calendars/ logs, and grade level meeting minutes	6/10/2016 weekly
G2.B1.S2.MA1	Administration will conduct CAST observations and informal walk throughs to determine if the planned training sessions are yielding results in the lessons, small group centers, etc...	Brannan, Stephanie	8/31/2015	CAST observations with feedback and informal walk throughs with feedback	5/27/2016 daily
G2.B1.S2.MA1	The leadership team will create the agendas and participate in the planned training sessions for each grade level each week. Admin will then follow up by conducting walk throughs and CAST observations to determine the fidelity of the knowledge gained during the training sessions.	Brannan, Stephanie	8/31/2015	Agendas, administrators' calendars and logs, walk through forms, and CAST observation forms with feedback	5/27/2016 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.** If we decrease bus discipline referrals by 30% by the end of the 2015-2016 school year, then students will arrive to school ready to learn.

**G1.B1** There is a lack of bus drivers' understanding and managing student behaviors.

**G1.B1.S1** Provide bus drivers with the necessary CHAMPS training, posters, and support.

### PD Opportunity 1

Provide all of our bus drivers training on the CHAMPS model and provide them the posters needed to hang in the buses to be used as a visual reminder for all students.

#### Facilitator

Nichelle Smith & Carolyn Novelly

#### Participants

Bus Drivers

#### Schedule

Semiannually, from 9/3/2015 to 4/29/2016

**G2.** If we structure Professional Learning Communities with the implementation of purposeful planning including data analysis, small groups, higher order questioning and written extensions, then rigor will increase in all academic areas.

**G2.B1** Lack of background knowledge with new curriculum

**G2.B1.S2** PLCs for curriculum implementation and differentiation

### PD Opportunity 1

Create differentiated training sessions based on needs of each grade level. Meet with each grade level weekly to assist with the planning, instructional delivery, small group instruction, and data analysis.

#### Facilitator

Suzannah Williams, Nichelle Smith & Stephanie Brannan

#### Participants

All general education teachers, ESE VE teacher, and the reading Interventionist

#### Schedule

Weekly, from 8/24/2015 to 6/10/2016

## 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	Provide all of our bus drivers training on the CHAMPS model and provide them the posters needed to hang in the buses to be used as a visual reminder for all students.	\$0.00
2	G1.B1.S1.A2	New procedures have been put into place for students exiting the bus every day. Students are escorted by a patrol while walking in a line from the bus to their designated location (auditorium or cafeteria).	\$0.00
3	G2.B1.S1.A1	Create a master resource schedule which allows for common planning time three days per week as well as a six week rotation schedule, allowing for a large block of additional, uninterrupted planning time for all grade levels.	\$0.00
4	G2.B1.S2.A1	Create differentiated training sessions based on needs of each grade level. Meet with each grade level weekly to assist with the planning, instructional delivery, small group instruction, and data analysis.	\$0.00
Total:			\$0.00