

Duval County Public Schools

Oceanway Elementary School



2015-16 School Improvement Plan

Oceanway Elementary School

12555 GILLESPIE AVE, Jacksonville, FL 32218

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	56%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	31%

School Grades History

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

**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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	0

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
Focus	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

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

Provide the school's vision statement

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

School Environment

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

Oceanway Elementary has a number of ways that we celebrate the various cultures and create relationships with our students. Teachers build relationships by getting to know individual students. They conduct individual student conferences where they learn about the students learning styles, book preferences, and set academic goals. Students track their goals in their data notebooks. We celebrate students individual successes through the school wide "I Got Caught" program. This program celebrates a student when they have done a good deed. The student gets recognized by their teacher and then sent to the office, where they receive a sticker and their name is entered into a drawing for a gift card. Another way of building relationships between students and teachers is through our Student of the Month observation. Each month a student is recognized in every class. The teacher has the student write about themselves and share with the class.

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

Oceanway Elementary has a safe and secure campus. The building is fully in-closed, allowing no outside access to classrooms. Before school, Pre-K through 2nd grade students enter the building and sit outside their hallway or at a designated site in a hallway on the first floor. 3rd-5th grade students enter and go directly to the cafeteria for breakfast. There are school monitors on duty in every hallway to monitor student behavior and help students. During school, students are taught Second Step lessons that help them deal with emotions, positive behaviors, bullying, and dealing with tough situations effectively. Students attend an assembly with an administrator at the beginning of the year and again after winter break where they discuss school rules and the student code of conduct. During the assembly, we discuss rewards and consequences that are associated with following or breaking the rules. Students also receive lessons from the school guidance counselor. These lessons help create a positive school environment. After school, students are escorted to their dismissal locations. Each dismissal location has teachers from every grade level present to help students get home safely. All teachers are on duty during dismissal in order to provide a safe and smooth transition from school.

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

Oceanway Elementary uses CHAMPs in every classroom to ensure students are aware of expectations. In addition, there is a school-wide behavior system that is in place in all classrooms. The system is modified for primary and intermediate grade levels to address the developmental need of students. At the start of each school year, students attend an assembly on the student code of conduct and school rules. Teachers and parents have access to the Code of Conduct online, so that they may read and understand the rules and consequences. Oceanway Elementary also has a cafeteria incentive program based on following CHAMPS expectations during lunch. Students in each class have the opportunity to earn a point each day for positive class behavior in the cafeteria. After every 20 points a class earns, a reward is given. The reward differs based on the total amount of points earned throughout the year.

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

Oceanway Elementary has a full time school counselor. The school counselor pulls small groups of students to work on social-emotional lessons as needed. In addition, the school counselor visits every classroom to conduct lessons on emotions. Students can also be referred to the counselor on an individual need basis. Throughout the year, as students are identified as needing Tier II or III behavior intervention, they are assigned a mentor and a personal behavior plan is created to address their needs. As students meet their personal behavior goals, they are rewarded.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Oceanway Elementary School identifies students that have frequent absences (in excess of 5) each month. If a student is absent for 2 consecutive days, the classroom teacher calls home to check on the student. After 3 consecutive days absent, the school counselor calls home. If a student is excessively absent, the parents will have to attend an Attendance Intervention Meeting. At this meeting, the parents meet with a truancy officer and members of the school to create a positive attendance plan. Oceanway Elementary assigns adult mentors to students with excessive discipline issues. This adult checks in with the student frequently to help them become more accountable. In addition, these students meet with the School Counselor for behavior groups. Classroom teachers, reading and math coaches and reading and math interventionists work with students in small groups to address academic deficiencies. Data chats are held regularly with teachers to track students progress and identify students in need of Tier II or Tier III instruction.

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	2	34	37	24	27	21	145
One or more suspensions	0	1	2	2	3	2	10
Course failure in ELA or Math	0	0	0	0	0	0	
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
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	41	48	35	46	36	210

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

Our goal is early identification of students who exhibit early warning indicators to provide tiered levels of support and additional resources that will allow them to have an equal opportunity to achieve academically. Administrators, teachers and coaches will meet together weekly to monitor student data and track progress of individual students toward mastery of targeted skills. Based on student data, teachers will create center activities to enhance student proficiency. Weekly assessments will be given to monitor student success and assist in planning for future instruction. Classroom teachers, reading and math coaches and reading and math interventionists will work with students in small groups to address academic deficiencies.

In an effort to increase the number of students attending school daily, the school counselor will track and provide weekly incentives for students with perfect attendance. In addition, the Attendance Intervention team will schedule monthly meetings to assist parents in developing a consistent attendance policy for students who chronically miss instructional days.

The PBIS team will implement incentives for positive behavior such as Student of the Month, Positive Referrals, and a school-wide focus on leadership characteristics to recognize students who consistently follow school rules and show leadership qualities.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

As the neighborhood school for the Oceanway community on the Northside, we play an active role in the surrounding community and work to build partnerships with faith-based entities as well as local businesses. We have a renewed focus on getting parents and community members to serve as volunteers for the school and the students. These volunteers help in and out of the classroom as well as help to host events such as flag raisings and holiday celebrations. The new administration at the school has also worked hard this summer to visit local businesses to build relationships and support for the school. By doing so, we have been fortunate to build additional faith based partnerships who are willing to support some of our initiatives through school supply drives and community functions to increase parental involvement. This will be a continued area of focus for the school so that we are able to secure resources for student achievement.

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
Hinkley, Michelle	Principal
Heath, Brandi	Other
Johnson, Keith	Instructional Coach
Mathisen, Brenda	Instructional Coach
Forcine-Mobley, Tyra	Assistant Principal
Sommers, Sherry	Guidance Counselor

Duties

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

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

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

Branda Mathisen, Reading Coach: Provides K-5 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier I, Tier II and Tier III intervention. Provides assistance to teachers through modeling and implementation of CORE Reading lessons, Blended Learning, Rotations...with validity.

Keith Johnson, Math Coach: Provides K-5 math plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier I, Tier II and Tier III intervention. Provides assistance to teachers through modeling and implementation of CORE Math lessons, Blended Learning, Rotations...with validity.

Brandi Heath, Reading Interventionist: Identifies and analyzes existing literature on scientifically based curriculum behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identifies appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis,; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring

Rtl Facilitator/School Counselor (Sherry Sommers): Liaison for implementation of MTSS at the school level which includes feedback to the Leadership Team, presentations to the faculty, work with school-based coaches, and work with small collaborative groups of teachers, and provide direct intervention services and support to students identified as needing Tier II or Tier III intervention services.

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

The school-based leadership team responsible for the MTSS process meets monthly to look at student data and make decisions on the RtI process. Teachers submit the names of students in need of additional layers of support to the RtI team for discussion. Student data is presented to the team and if data supports the need for additional interventions, the student will proceed to Tier II. Each teacher has 30 minutes of RtI intervention time built into their daily schedules in order to address individual student needs and deficiencies. Every month the RtI team monitors the data of all Tier II students to track progress. After 6 weeks in Tier II, the team meets with teachers to discuss the intervention and progress. If no progress is seen, we move students to RtI Tier III services.

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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michelle Hinkley	Principal
Guy Smith	Business/Community
April Redmond	Parent
Michelle Drury	Education Support Employee
Krista Higginbotham	Parent
Theresa Scarborough	Education Support Employee
Janet Vaine	Teacher
Andy Morlock	Parent
Lisa Lewis	Teacher
Nikki Reilly	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council reviews the school improvement plan each meeting and provides feedback to the school's leadership and staff. They suggest additional strategies or discuss the

progress made on the school's goals. In addition, the SAC participates in the Mid-Year Review in which the committee discusses the progress of the students. At the end of the year, the SAC reviews the School Improvement Plan to note the progress made toward goals as well as set new goals for the upcoming year

Development of this school improvement plan

The School Advisory Council reviews school performance data and determines the causes of low performance. The School Advisory Council advises the school on the School Improvement Plan and looks at each component during the scheduled meetings. Prior to submission, the SAC is provided with a draft of the plan and asked for input.

Preparation of the school's annual budget and plan

The School Advisory Council reviews the budget that has been recommended by the Shared Decision Making team and school administration. They look at the school's goals and then determine if there are priorities that need to be addressed in addition to the recommendations.

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

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
	Other
Hinkley, Michelle	Principal
Mathisen, Brenda	Instructional Coach
Heath, Brandi	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT is to support new and veteran teachers while planning and implementing strategies to improve students' performance in reading. The LLT implements literacy based events throughout the year that engage the parents and the community. Each year, Oceanway Elementary hosts a Read-a-Thon. The Read-a-Thon brings dozens of parents and community members into the school. During the Read-a-Thon, volunteers visit several classrooms and read to the students. Other literacy events include:

- 25 Book Challenge
- School Book Fair
- Literary Character Book Parade in October
- Literacy Night
- Literacy Week activities
- "Doughnuts for Dad" reading event

- “Muffins for Moms” reading event
- National Poetry Month – teachers read a daily poem in class, school-wide student poetry contest

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

Administration at Oceanway Elementary continuously encourages positive relations among all staff members as well as provides opportunities for collaborative planning. Shared values have been created by all staff for the 2015-2016 school year. As a school, everyone has agreed to make school relevant and engaging for students by focusing on positive reinforcements. Teachers and staff will collaborate and

contribute to the overall success of the school by providing rigorous instruction and engaging activities for all students. In addition to encouraging a positive culture, administration has afforded teachers opportunities to collaborate with their grade level peers, coaches and administration weekly during common planning. The reading and math coaches are resources for all teachers and provide support based on the needs of teachers and students.

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

In an effort to recruit highly qualified teachers, our Professional Development Facilitator (PDF) meets monthly with new teachers to monitor their progress on their MINT portfolio, answer questions and assess needs. The Principal and Assistant Principal also use the districts application system to review candidate information in order to select highly qualified candidates. In order to retain our highly qualified teachers, we have worked to create a positive school culture. Every new teacher receives a mentor to help them adapt to the school and assist in developing the teacher. All teachers meet weekly with their grade levels for common planning time. This helps teachers to work together to build lesson plans and assessments. Each teacher is a member of a professional learning community (PLC) where they work together to support a specific content area. We have a well developed Sunshine Committee that plans and implements many school wide events to build camaraderie.

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

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

Alexia Lombel, a Pre-K teacher, is being mentored by Amber Ferrell, a K teacher. Alexia is a 1st year VPK teacher who has been paired up with Ms. Ferrell, a high performing veteran teacher. Ms. Ferrell will be able to help Alexia adjust to the rigor and routines of Oceanway. The mentor and mentee are meeting biweekly to discuss evidence based strategies to meet students' needs. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school's leadership team works with the teachers on a regular basis to ensure that core instructional programs and materials are aligned to Florida's standards. Through common planning times and professional learning communities, teachers work together to unpack the standards and utilize the district's curriculum guide in order to design their lessons. The teachers also share student work and analyze data to determine that students are meeting the standards. By utilizing the test specifications for each grade level and subject area, teachers can determine the content limits, clarifications, and distractor attributes for each benchmark.

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, DRA, DAR, and i-Ready to determine where students are currently performing. In addition, teachers administer interest inventories, surveys, and take anecdotal notes. Based upon all this data, the teachers design lessons and center activities that meet each student's needs. The leadership team also reviews data to work with teachers in order to design lessons that meet students' needs. When students are struggling with Tier 1 core instruction, the teachers meet with students in small group and/or individual conferences to provide remediation. When that isn't successful, teachers work together in Collaborative Problem Solving Teams to determine if they need tier three interventions. ESE teachers and interventionists push into classrooms to help both ESE students as well as other students who may be struggling in a particular area.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Students are provided an additional hour of reading instruction daily.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hinkley, Michelle, simrellm@duvalschools.org

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

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

In the spring of 2016, Oceanway Elementary school will send our fifth grade students to Oceanway Middle School for pre-orientation for the 2016-2017 school year. Coordinated with the middle school, the pre-orientation includes a brief overview of curriculum and school policies, a tour of the school, and guidance on submitting their schedule desires.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers collaborate and plan purposeful lessons to address students strengths and deficiencies, and differentiation of content during small group instruction then we will increase percentage of students making learning gains in reading and math.
- G2.** If teachers utilize both formal and informal data to effectively plan for and inform their instruction then students will make learning gains and thereby increase student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If teachers collaborate and plan purposeful lessons to address students strengths and deficiencies, and differentiation of content during small group instruction then we will increase percentage of students making learning gains in reading and math. 1a

G071880

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	67.0
Math Gains	70.0

Resources Available to Support the Goal 2

- Reading Coach
- Math Coach
- District ELA specialist
- District Math specialist
- Professional Development Library
- Common Planning Time
- Reading and Math Interventionist

Targeted Barriers to Achieving the Goal 3

- Students entering intermediate grades are reading below grade level. They lack the comprehension and the appropriate phonics and decoding skills needed to analyze literary and informational text fluently.

Plan to Monitor Progress Toward G1. 8

Monitor blended learning usage and track student data

Person Responsible

Michelle Hinkley

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

i-Ready and Achieve 3000 reports, evidence of differentiated lesson plans, student data

G2. If teachers utilize both formal and informal data to effectively plan for and inform their instruction then students will make learning gains and thereby increase student achievement. 1a

G071881

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Math Coach
- School Administrators
- Performance Matters
- DAT Team
- Common Planning Time

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of how to access reports from blended learning platforms (i-Ready/Achieve 3000).

Plan to Monitor Progress Toward G2. 8

We will be reviewing students student data to look for increased student achievement.

Person Responsible

Michelle Hinkley

Schedule

Every 6 Weeks, from 9/1/2014 to 6/3/2016

Evidence of Completion

Student Data Notebooks, i-Ready and Achieve 3000 data reports, Lesson plans with targeted student groups based on data

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 teachers collaborate and plan purposeful lessons to address students strengths and deficiencies, and differentiation of content during small group instruction then we will increase percentage of students making learning gains in reading and math. **1**

 G071880

G1.B3 Students entering intermediate grades are reading below grade level. They lack the comprehension and the appropriate phonics and decoding skills needed to analyze literary and informational text fluently.

2

 B187435

G1.B3.S1 Weekly Common Planning with instructional coach to unpack and familiarize teachers with grade level standards and work collaboratively to create data driven plans that address individual student needs. **4**

 S198924

Strategy Rationale

Having coaches walk teachers through the process of strategic lesson planning, aligning curriculum to meet the rigor of grade level standards and modeling best practices will directly impact student achievement.

Action Step 1 **5**

Weekly, teachers will meet with Administration and Coaches to develop literacy and math lesson plans based on the Florida Standards that have rigor and student accountability.

Person Responsible

Michelle Hinkley

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Teacher Lesson Plans, common planning agendas

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

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

Person Responsible

Michelle Hinkley

Schedule

Weekly, from 9/8/2015 to 6/4/2016

Evidence of Completion

Common Planning Meeting Minutes

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

Classroom observations

Person Responsible

Michelle Hinkley

Schedule

Weekly, from 9/14/2015 to 5/31/2016

Evidence of Completion

Observation notes

G1.B3.S2 Consistently use i-Ready and Achieve 3000 as remediation/enrichment tools in addition to the instruction provided during center rotations. 4

 S198925

Strategy Rationale

Usage of programs with fidelity as well as monitoring student progress will increase student achievement.

Action Step 1 5

Monitoring student data and addressing student deficiencies in a timely manner.

Person Responsible

Tyra Forcine-Mobley

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Meeting Schedules

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

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

Person Responsible

Michelle Hinkley

Schedule

Weekly, from 9/29/2015 to 5/29/2016

Evidence of Completion

Meeting Minutes

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

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

Person Responsible

Michelle Hinkley

Schedule

Weekly, from 9/8/2015 to 5/29/2016

Evidence of Completion

Observation Notes

G2. If teachers utilize both formal and informal data to effectively plan for and inform their instruction then students will make learning gains and thereby increase student achievement. 1

 G071881

G2.B4 Lack of understanding of how to access reports from blended learning platforms (i-Ready/Achieve 3000). 2

 B187439

G2.B4.S1 Teachers will be provided i-Ready training on accessing reports and using the data to inform their instruction. 4

 S198930

Strategy Rationale

Teachers are not fluent with accessing reports and reacting to real time data in i-Ready.

Action Step 1 5

Teachers will receive i-Ready training.

Person Responsible

Keith Johnson

Schedule

Quarterly, from 9/23/2015 to 6/3/2016

Evidence of Completion

i-Ready usage reports, i-Ready data, Common planning agendas, Early Release training agendas, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administration will conduct weekly lesson plan checks to monitor implementation of data driven instruction.

Person Responsible

Tyra Forcine-Mobley

Schedule

Weekly, from 9/14/2015 to 5/31/2016

Evidence of Completion

Lesson plan check forms, data differentiated center activities, student data, blended learning usage

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Weekly administration meetings to discuss next steps based on lesson plan check feedback

Person Responsible

Michelle Hinkley

Schedule

Weekly, from 9/14/2015 to 5/31/2016

Evidence of Completion

Agendas from leadership meetings, lesson plan check forms

G2.B4.S2 Teachers will be provided Achieve 3000 training on accessing reports and using the data to inform their instruction. 4

 S198931

Strategy Rationale

Teachers are not fluent with accessing reports and reacting to real time data in Achieve 3000.

Action Step 1 5

Teachers will receive Achieve 3000 training.

Person Responsible

Brenda Mathisen

Schedule

Quarterly, from 9/23/2015 to 6/3/2016

Evidence of Completion

Achieve 3000 usage and data reports, lesson plans, common planning agendas, Early Release agendas

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Administration will pull weekly usage reports.

Person Responsible

Michelle Hinkley

Schedule

Weekly, from 9/23/2015 to 6/3/2016

Evidence of Completion

Lesson plans with targeted student groups based on data Use of Achieve 3000 Student growth as shown by Achieve 3000 data

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Administration will pull weekly student data reports to assess student growth.

Person Responsible

Michelle Hinkley

Schedule

Weekly, from 9/23/2015 to 6/3/2016

Evidence of Completion

Lesson plans with targeted student groups based on data Use of Achieve 3000 Student growth as shown by Achieve 3000 data

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	Weekly, teachers will meet with Administration and Coaches to develop literacy and math lesson plans based on the Florida Standards that have rigor and student accountability.	Hinkley, Michelle	9/1/2015	Teacher Lesson Plans, common planning agendas	6/3/2016 weekly
G1.B3.S2.A1	Monitoring student data and addressing student deficiencies in a timely manner.	Forcine-Mobley, Tyra	9/1/2015	Meeting Schedules	6/3/2016 weekly
G2.B4.S1.A1	Teachers will receive i-Ready training.	Johnson, Keith	9/23/2015	i-Ready usage reports, i-Ready data, Common planning agendas, Early Release training agendas, lesson plans	6/3/2016 quarterly
G2.B4.S2.A1	Teachers will receive Achieve 3000 training.	Mathisen, Brenda	9/23/2015	Achieve 3000 usage and data reports, lesson plans, common planning agendas, Early Release agendas	6/3/2016 quarterly
G1.MA1	Monitor blended learning usage and track student data	Hinkley, Michelle	9/1/2015	i-Ready and Achieve 3000 reports, evidence of differentiated lesson plans, student data	6/3/2016 weekly
G1.B3.S1.MA1	Classroom observations	Hinkley, Michelle	9/14/2015	Observation notes	5/31/2016 weekly
G1.B3.S1.MA1	The administration will be present at each common planning session in order to help ensure fidelity	Hinkley, Michelle	9/8/2015	Common Planning Meeting Minutes	6/4/2016 weekly
G1.B3.S2.MA1	Classroom observations and walk throughs to look for evidence of implementation of new learning	Hinkley, Michelle	9/8/2015	Observation Notes	5/29/2016 weekly
G1.B3.S2.MA1	Administration will meet with coaches prior to the professional development days to ensure the training will be effective	Hinkley, Michelle	9/29/2015	Meeting Minutes	5/29/2016 weekly
G2.MA1	We will be reviewing students student data to look for increased student achievement.	Hinkley, Michelle	9/1/2014	Student Data Notebooks, i--Ready and Achieve 3000 data reports, Lesson plans with targeted student groups based on data	6/3/2016 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.MA1	Weekly administration meetings to discuss next steps based on lesson plan check feedback	Hinkley, Michelle	9/14/2015	Agendas from leadership meetings, lesson plan check forms	5/31/2016 weekly
G2.B4.S1.MA1	Administration will conduct weekly lesson plan checks to monitor implementation of data driven instruction.	Forcine-Mobley, Tyra	9/14/2015	Lesson plan check forms, data differentiated center activities, student data, blended learning usage	5/31/2016 weekly
G2.B4.S2.MA1	Administration will pull weekly student data reports to assess student growth.	Hinkley, Michelle	9/23/2015	Lesson plans with targeted student groups based on data Use of Achieve 3000 Student growth as shown by Achieve 3000 data	6/3/2016 weekly
G2.B4.S2.MA1	Administration will pull weekly usage reports.	Hinkley, Michelle	9/23/2015	Lesson plans with targeted student groups based on data Use of Achieve 3000 Student growth as shown by Achieve 3000 data	6/3/2016 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 teachers collaborate and plan purposeful lessons to address students strengths and deficiencies, and differentiation of content during small group instruction then we will increase percentage of students making learning gains in reading and math.

G1.B3 Students entering intermediate grades are reading below grade level. They lack the comprehension and the appropriate phonics and decoding skills needed to analyze literary and informational text fluently.

G1.B3.S1 Weekly Common Planning with instructional coach to unpack and familiarize teachers with grade level standards and work collaboratively to create data driven plans that address individual student needs.

PD Opportunity 1

Weekly, teachers will meet with Administration and Coaches to develop literacy and math lesson plans based on the Florida Standards that have rigor and student accountability.

Facilitator

Administrators and Coaches

Participants

Grade level teachers

Schedule

Weekly, from 9/1/2015 to 6/3/2016

G2. If teachers utilize both formal and informal data to effectively plan for and inform their instruction then students will make learning gains and thereby increase student achievement.

G2.B4 Lack of understanding of how to access reports from blended learning platforms (i-Ready/Achieve 3000).

G2.B4.S1 Teachers will be provided i-Ready training on accessing reports and using the data to inform their instruction.

PD Opportunity 1

Teachers will receive i-Ready training.

Facilitator

Keith Johnson, Brandi Heath and Brenda Mathisen

Participants

All teachers

Schedule

Quarterly, from 9/23/2015 to 6/3/2016

G2.B4.S2 Teachers will be provided Achieve 3000 training on accessing reports and using the data to inform their instruction.

PD Opportunity 1

Teachers will receive Achieve 3000 training.

Facilitator

Brenda Mathisen and Brandi Heath

Participants

3rd-5th grade ELA teachers

Schedule

Quarterly, from 9/23/2015 to 6/3/2016

Technical Assistance Items

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

G1. If teachers collaborate and plan purposeful lessons to address students strengths and deficiencies, and differentiation of content during small group instruction then we will increase percentage of students making learning gains in reading and math.

G1.B3 Students entering intermediate grades are reading below grade level. They lack the comprehension and the appropriate phonics and decoding skills needed to analyze literary and informational text fluently.

G1.B3.S2 Consistently use i-Ready and Achieve 3000 as remediation/enrichment tools in addition to the instruction provided during center rotations.

PD Opportunity 1

Monitoring student data and addressing student deficiencies in a timely manner.

Facilitator

Curriculum Associates Trainers

Participants

All math teachers; K-2 ELA teachers

Schedule

Weekly, from 9/1/2015 to 6/3/2016