

Duval County Public Schools

# Oceanway School



2015-16 School Improvement Plan

## Oceanway School

143 OCEANWAY AVE, Jacksonville, FL 32218

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

### School Demographics

|                    |                               |   |
|--------------------|-------------------------------|---|
| <b>School Type</b> | <b>2014-15 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(As Reported on Survey 2) |
| Middle             | No                            | 49%   |

|                               |                       |   |
|-------------------------------|-----------------------|---|
| <b>Alternative/ESE Center</b> | <b>Charter School</b> | <b>2015-16 Minority Rate</b><br>(Reported as Non-white on Survey 2) |
| No                            | No                    | 43%   |

### School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2014-15</b> | <b>2013-14</b> | <b>2012-13</b> | <b>2011-12</b> |
| <b>Grade</b> | C*             | C              | 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**

The mission of Oceanway School is to provide students with an environment that will promote academic success, personal accountability and encourage the belief that "Knowledge is Power."

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

In alignment with the district vision, Oceanway School seeks to provide educational excellence in every student every classroom, for every student every day.

#### School Environment

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

Oceanway School is located in a small rural community. The school and the community are entwined as integral parts of the social experience of the area. The school provides opportunities that appeal to a vast majority of student interests in the areas of athletics, arts and academics. With so many extracurricular activities being offered to students, the school is a hub where students, families and staff gather for numerous after school activities as well as morning clubs and tutoring. In addition, families are frequently invited to evening activities that are facilitated by the faculty throughout the year. The faculty and staff take advantage of these opportunities to increase their understanding of the culture of their students and build lasting relationships. Survey data is utilized to gauge the effectiveness of these interaction with students and families as well as to guide the planning of future opportunities that facilitate the relationship building process.

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

The school creates an environment where students feel safe and respected before, during and after school. This environment is fostered through the creation of positive student-adult relationships, with proactive interventions in the classroom, and through a school-wide system of positive behavior interventions and systemic school-wide routines and rituals, that are taught and implemented, in addition to teachers' classroom rituals and routines. The faculty and staff are charged with being "at, aware, and attentive" to students at all times. Specific student needs and special circumstances are considered in order to provide an equally structured and safe environment for all students.

##### **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**

The school has an established positive behavior intervention plan in place that allows for maximum instructional time by creating a safe and structured environment; the system is created through our Positive Behavior Intervention Team and is reviewed quarterly; protocols include teacher training during preplanning, student training during the first weeks of school by teachers and the administrative staff, communication of the plan to parents through multiple venues, and inclusion of support staff. All adults are charged with modeling and applying the plan procedures consistently, and positive behavior professional development occurs monthly by grade level. Teachers have been



trained in CHAMPS and apply the expectations and consequences in their classrooms. Quarterly and mid year refreshers are provided for faculty, parents, and students; daily tips for teachers and weekly communication to parents by phone are additional consistent reminders of our system. Student recognition plans are in place at each grade level as well.

**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 Middle School strives to meet the social-emotional needs of all students by creating a welcoming and positive environment through the establishment of school-wide procedures and implementation of a common expectation plan (CHAMPS) which includes a positive behavior intervention system (PBIS). If students experience difficulty in following school rules and procedures, the restorative discipline plan allows students opportunities for rehabilitation and improvement. This addresses many of the social-emotional needs behind disciplinary infractions. Resources available through the restorative discipline plan include in-school suspension (which includes both academic instruction and behavior improvement lessons), restorative justice through peer mediation and teen court, and other restorative measures. Additionally, the school has two full-time certified school counselors, who implement a comprehensive school counseling program that addresses students' academic, career, and personal/social development and is driven by data and both state and national standards. While not mental health counselors, the school counselors are familiar with community resources and are able to refer students and families to mental health counselors. A part-time military and family life counselor is also on campus two days a week to work with military students. Finally, through coordination with a district grant, the school hosts a certified behavioral coach who works with identified students every day in small group counseling.

**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 utilizes an early warning system that includes input from teachers, counselors, staff, and parents and triangulates data from a variety of sources to identify students who:

1. Have a history of irregular attendance (less than 90%)
2. Have failed one or more core courses OR one or more grade levels
3. Have 1 or more suspensions (in or out of school)
4. Are in the bottom quartile for reading and/or math and/or scored a Level 1 on FCAT

**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 |
|---------------------------------|-------------|----|----|-------|
|                                 | 6           | 7  | 8  |       |
| Attendance below 90 percent     | 62          | 49 | 28 | 139   |
| One or more suspensions         | 114         | 77 | 91 | 282   |
| Course failure in ELA or Math   | 69          | 65 | 28 | 162   |
| Level 1 on statewide assessment | 0           | 0  | 0  |       |

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

| Indicator                                  | Grade Level |    |    | Total |
|--|-------------|----|----|-------|
|  | 6           | 7  | 8  |       |
| Students exhibiting two or more indicators | 35          | 28 | 27 | 90    |

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

Oceanway utilizes a whole school approach to tracking early warning signs in students. Beginning with the scheduling process, student data (including course failure rate and state assessments) is used to intentionally place students in classes appropriate for their progress level, with thought given to the teacher-student match as well. At the beginning of the year, school counselors are assigned to students by last name rather than grade level, to develop relationships with students and their families over the course of their middle school tenure. Counselors meet with students on a regularly scheduled basis; students who start the year with a history of behavior, attendance, or academic issues are seen on, at minimum, a bi-monthly basis, and quarterly parent conferences are scheduled to keep the family apprised of the student's progress. The NVPUA motivational coach works with specifically identified students based on behavior and academic need. Many of these students have received, or are currently receiving, additional tiered interventions. Additionally, a military counselor liaison is provided to serve the high population of incoming military students. The school uses the district Attendance Intervention program to meet with students (and their families) who are out of school more than 10 days in a month, and teachers make personal contact with students who are out of their class more than three consecutive times. In terms of behavior, the school implements a peer mediation system and uses a Restorative Justice system to approach and ameliorate recurrent behavioral problems. Additionally, common planning time is utilized by teachers to discuss academic and behavioral concerns and suggest strategies for improvement.

**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 believes that communication is the key to involvement; all events are communicated by phone, website and publications around the school. We have three Booster clubs in place to encourage parental involvement, as well as a revitalized PTA and SAC. A variety of clubs from all three key areas (arts, academics, athletics) encourage parental participation as well. Competition incentives for PTA membership, grade level volunteerism, and community service also encourage family engagement. Our volunteer coordinator assists with placing volunteers based on their interest and skills, and the coordinator also works weekly to build faith and business partnerships to support the school; the good news ambassador ensures that Oceanway events are highlighted in our area newspaper and/or district website. Local restaurant nights and payback programs with businesses, along with faith-based inreach, as well as Parent Academy nights quarterly are examples of initiatives to increase family involvement. Automated parent calls made weekly, extensive use by the teachers

of technological tools such as Gagle, FOCUS, and Remind101, also ensure that parents are kept abreast of student progress, attendance, and behavior.

**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**

The school has a designated staff member who serves as the community liaison. The Liaison strives to develop relationships with faith based partners, local businesses and nonprofit organizations. Faith based partners supply the school with donations of meals for the faculty and supplies for students. Business partners frequently donate money to fund special events such as visiting authors. Other non-profit organizations often work in conjunction with school based clubs to donate materials and manpower to develop projects such as our school butterfly garden. Our leadership team works with community partners including corporate businesses like RPM and Kangaroo to participate in buyback programs that provide reward checks to the school for student incentives, such as honor roll lanyards, ice cream socials for team competitions, and achievement tokens such as ribbons or buttons. Our literacy coach also seeks funding for literacy based efforts such as author visits and summer reading rewards. Student achievement is increased through these partnerships by enriching the academic programs that are already in place, as well as through increasing a sense of pride in their community through various activities that involve green efforts, campus beautification, and local community service. Without these partners, the funds would not be available for these valuable enhancements to our school community.

**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               |
|------------------------|---------------------|
| Albury, Brenda         | Instructional Coach |
| Crooks, Katie          | Guidance Counselor  |
| Giffin, Rhonda         | Teacher, ESE        |
| Scott, V.Katrice       | Assistant Principal |
| Roscoe, Judi           | Dean                |
| Alexandria Marx, Tonya | Principal           |
| Woodside, Sharon       | Teacher, K-12       |
| Hilliker, Michael      | Assistant Principal |
| Schaeffer, Lindsay     | Teacher, K-12       |
| Volz, Kimberly         | Guidance Counselor  |

**Duties**

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

Each member of the leadership team fills a unique role that helps create an effective educational environment. The leadership team meets on a weekly basis to give input into their area of expertise and share in the decision making process; administration and coaches also meet weekly in a separate meeting to review teacher and instructional data and next steps. The members' instructional leadership areas and duties are as follows:

Alex Marx – Principal. Provides leadership for all areas of the schools through facilitation of a common vision and implementation of district-aligned mission; responsible for both systems management as well as instructional leadership, particularly in the area of Math and Arts courses; facilitates community partnerships.

Michael Hilliker – Assistant Principal. Provides instructional leadership to science/social studies/ESE department teachers through implementation of student-centered curriculum, analyzes salient data points and leads common planning; provides leadership in the areas of facilities, safe school plans, gathering survey data, parent involvement, and planning Tier 3 interventions.

Katrice Scott – Assistant Principal. Provides instructional leadership to ELA and Reading/PE and Health department teachers through implementation of student-centered curriculum, analyzes salient data points and leads common planning; serves as the curriculum coordinator in charge of scheduling and FTE.

Brenda Strickland-Albury – Literacy Coach. Coaches reading and ELA teachers in assessing reading levels and implementing appropriate curriculum. Leads the school literacy team and efforts, including author visits. Plans cross-curricular strategies for improving reading. Spearheads Achieve implementation.

Lindsay Schaeffer – Testing Coordinator. Implements school wide state and county assessments. Provides training and data analysis to faculty and staff utilizing the assessment data.

Rhonda Giffin – Lead teacher for Exceptional Student Education. Implements ESE policies and ensures that ESE protocols are correctly implemented. Schedules ESE students with ESE teachers. Oversees ESE paraprofessionals. Oversees multidisciplinary team meetings. Serves as the ESE liaison between school and district.

Sharon Woodside – ISSP Teacher. Facilitates the In School Suspension Program as well as peer mediation and Restorative Justice. Coordinates the volunteers and community partnership events.

Judith Roscoe – Dean. Implements the student code of conduct and works with teachers to create a safe and civil school environment.

Katie Crooks--School Counseling. Monitors student achievement and well-being and provides intervention for students who are experiencing academic and behavioral challenges.

Kimberly Mashek – School Counseling. Monitors student achievement and well-being and provides intervention for students who are experiencing academic and behavioral challenges.

***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***

Our leadership team utilizes a multi-layered problem solving process to ensure that we identify all school, district, and community-based resources and align needs with those resources in order to maximize student outcomes and ensure that we provide wraparound services to our students. The School Improvement Plan is created with the leadership team gathering input from teachers and the School Advisory Council, as well as through reflections on survey data. In addition to using the SIP as a driving plan for our school, weekly common planning sessions by content areas are facilitated by coaches and monitored by leadership to address needs and assess progress. Quarterly data conversations with teachers and job-embedded professional development driven by classroom observation feedback and stakeholder feedback ensure that the leadership team understands and addresses needs in the school to ensure student achievement moves forward and that students are prepared for high school socially, emotionally, and academically.

### School Advisory Council (SAC)

#### Membership:

| Name                     | Stakeholder Group          |
|--------------------------|----------------------------|
| Marx, Tonya              | Principal                  |
| Hooks, Tracy             | Parent                     |
| Link, Rebekkah           | Teacher                    |
| Dempsey, Anita           | Business/Community         |
| Moody, JoyceAnn          | Parent                     |
| Tolbert, Yvonne          | Teacher                    |
| Kincade, Kristie         | Parent                     |
| Spring Smith             | Parent                     |
| Lania Sanders            | Student                    |
| Linda Anderson           | Parent                     |
| Sharon Carpenter         | Parent                     |
| Barry Jackson            | Business/Community         |
| Ron Kruger               | Business/Community         |
| Dana Davis               | Education Support Employee |
| Becky Churchill          | Education Support Employee |
| Tami Deen                | Parent                     |
| Kim Gay                  | Parent                     |
| Nakessa Greene           | Parent                     |
| Jamie Grimes             | Parent                     |
| Angela Joyner            | Parent                     |
| Heather Kuzykalski       | Parent                     |
| Angel Lugo               | Parent                     |
| Jeannie Massey           | Parent                     |
| Michelle Pendleton       | Parent                     |
| Janet Reissey            | Parent                     |
| Sharla Beasley Vaughn    | Education Support Employee |
| Tiffany Winton           | Student                    |
| Brenda Strickland Albury | Teacher                    |

### Duties

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

*Evaluation of last year's school improvement plan*

SAC was involved in the goal making review process as we compiled the draft of the SIP plan in the fall; SAC is informed of our progress and adjustments to the plan in February (mid year), and SAC reviews the improvement data from the plan and makes suggestions for change in June.

*Development of this school improvement plan*

The SAC reviewed budgetary concerns as well as parent concerns, analyzed data and communicated with teachers as the school improvement plan was created/revised. SAC has agreed

to assist with implementation and review of parent involvement activities, community involvement efforts, and teacher/student reward and recognition efforts, as outlined in this plan.

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

The budget process began in Spring of 2015; SAC was updated regularly on the process, with time allotted for discussion, in terms of potential surplus, cuts, and changes per the district allocation plan. Ultimately, per the allocation plan, our school gained one elective position and lost two core positions, which were determined by student achievement needs and stakeholder input (including SAC). Budget updates are provided monthly by the principal with opportunity for SAC input.

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

For the past two years, SAC funds have been used to increase schoolwide technology and literacy, including purchasing of equipment and funding author visits. In Spring of 2015, SAC determined that current year funds would be used to further support community and parent involvement as well as to continue to increase schoolwide literacy efforts.

***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               |
|------------------------|---------------------|
| Albury, Brenda         | Instructional Coach |
| Giffin, Rhonda         | Teacher, ESE        |
| Alexandria Marx, Tonya | Principal           |
| Roscoe, Judi           | Teacher, K-12       |
| Bahari, Marilyn        | Teacher, K-12       |
| McKinney, Melissa      | Teacher, K-12       |
| Williams, Marcella     | Teacher, K-12       |
| Walrath, Caren         | Teacher, K-12       |
| Schaeffer, Lindsay     | Teacher, K-12       |
| Scott, V.Katrice       | Assistant Principal |

**Duties**

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

The major initiative for the LLT this year is to ensure that all students are reading, discussing, and writing about rigorous, content-appropriate text at or above their reading level in every class every day. Students will work in small groups that will provide opportunities for them to take ownership of their learning as well as provide the teacher opportunity to work with students struggling to read and understand the content. Achieve, DAR, and formative quarterly assessment data will determine the necessary strategies and skills taught in these small groups. LLT will also support the infusing of writing strategies across all content areas. The LLT facilitates and supports schoolwide literacy

endeavors Literacy Week, Author Visits, and the Summer Reading Celebration. This year, the LLT will re-institute the Superintendent's Super Reading Challenge (25 books).

## 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**

At Oceanway, our teachers are provided weekly common planning time within their content areas, to include monthly vertical planning sessions facilitated by an administrator or instructional coach. This dedicated time supports instructional improvement through collaborative data analysis, lesson planning, and student work calibration. Bi-monthly, grade level professional learning communities meet together for professional development centered around best practices, strategy sharing, addressing student concerns, and recognizing peers and students alike. The chairs for grade levels and content areas meet monthly with the principal to review concerns and plan for future professional and collaborative opportunities. The instructional leadership team meets weekly to analyze data and plan next steps for individuals and teacher groups. The extended leadership team also meets weekly to disseminate information, discuss concerns, and share celebrations; this team plans monthly recognition of teachers. The Principal sends out a weekly "map" each Monday which includes ideas for collaboration, instructional anchors, systemic reminders, and recognition of teacher efforts. Positive interactions among team members is our goal, so that all stakeholders involved build a sense of community making our school productive and rewarding atmosphere with high morale.

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

Oceanway School uses a dual strategy to recruit highly qualified, certified-in-field, and effective teachers. This process starts with a strong commitment on the part of administration to hire the most qualified teachers. Current vacancies are posted on the district website; in addition, current teachers are made aware of vacancies at the school. In this way, they are able to network at county and state level professional gatherings to inform talented coworkers of career opportunities. Resumes are then collected and evaluated by the administration on the basis of experience, expertise, education level and compatibility with the needs of the school. Candidates are then granted interviews; whenever possible, with at least two members of the leadership team to assess the candidate for the position. In order to retain teachers of the highest quality, support and mentoring are provided to ensure successful experiences in the classroom and school environment. District coaching is provided to assist teachers with the implementation of effective strategies for classroom instruction. Oceanway Middle School also has an effective mentoring program that employs strategies to ensure the success of novice teachers. All subject area departments are afforded common planning to facilitate sharing of best practices and foster a positive and collegial environment where educators flourish. Professional development is offered and encouraged for all instructional personnel at no cost to the educator. The school culture is also geared toward the goal of retaining and recruiting quality teachers. A shared decision making team affords all faculty and staff a voice in the operations of the school. This helps teachers feel as if their opinions are valued and also develops a sense of ownership. Safety is a priority with consistent discipline and consequences for students who disrupt the learning environment. Teachers who feel supported by their administration in student disciplinary matters are more likely to remain at their current school. Lastly, a collegial environment is fostered by the administration to make the school a welcoming environment so faculty members enjoy their job and coworkers; activities include regular recognition, personal touches, faculty fun events, and for new teachers, monthly lunches with the principal.

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

All mentors are required to attend Clinical Educator Training (CET) before being assigned a mentee. Many mentors have undertaken additional trainings, including Foundations of Mentoring, in order to better prepare themselves for the role as mentor. The rationale for assigning mentors takes the following factors into account: subject/grade level, certification, common planning, proximity, interpersonal skills and compatibility. All Novice Teachers (NT) will be part of a program entitled Mentoring and Induction for New Teachers (MINT). This program provides support and induction for NTs. Additionally, the mentor will be part of the support team which includes the principal, coaches, and Professional Development Facilitator (PDF). The mentors, along with this support team, will work together to plan and implement the following mentoring activities:

- The PDF will create a presentation to orient novice teachers to the procedures of the school during pre-planning
- Each novice teacher will complete a self-assessment at the beginning of the year. This self-assessment will allow the mentor and mentee to discuss areas in need of strengthening.
- The mentor and mentee will develop a calendar with set dates for observations and deadlines to be completed during this school year.
- The mentor will assist their mentee with identifying and implementing strategies to address the areas identified in the self-assessment.
- Mentor observations focused on these areas will be scheduled throughout the year in order to provide feedback to the mentee.
- Monthly MINT meetings will be scheduled by the PDF for mentors and mentees to communicate and problem-solve.
- Mentors and support team will assist NT in the development of a New Teacher Individual Professional Development Plan (NTIPDP).
- Monthly lunches with the principal provide time for reflection and feedback
- Mentor will incorporate support during common planning and Professional Learning Community (PLC) times.
- Assist the NT with review of information on Professional Development websites
- Monitor completion and submission of required MINT documentation posted on their e-portfolio.
- Support selection of effective teachers for NT to observe and assist with scheduling Novice Teacher Focus Observations

## 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***

Oceanway school utilizes the district curriculum in all core classes and the state assigned curriculum through CPALMS in all other cases. District curricula is directly aligned to the New Florida Standards. Administrators at the school level clearly set expectations with all teachers from day one of fidelity to the aligned, approved curriculum, provide training opportunities on the curriculum, and regularly monitors classroom instruction, common planning sessions, and lesson plans for fidelity to the standards.

#### Instructional Strategies

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

At the beginning of each school year, Oceanway administers a district baseline assessment for any subject that is not tested by the state. The baseline tests provide data on every standard that is taught



in the course. This data is accessible to all teachers through the Performance Matters program, and it identifies students who have or who are lacking prior knowledge on each standard. Teachers can use the data to provide each class period and each student with the specific standards based instruction that they need. Teachers also use strategic common assessment throughout the year to assess students' mastery of the standards as they are taught.

Additionally, the ELA/Reading Department administers the Achieve3000 Level Set test to determine the Lexile reading level of all students. The Level Set data allows for non-fiction reading articles to be delivered online to each student at their "just right" reading level. The students' reading levels are reviewed and adjusted on a monthly basis to allow for student progress. In addition, all students who are in the double block reading classes are administered the Diagnostic Assessment of Reading (DAR) to test the five areas of reading. This allows ELA/Reading teachers to target a student's deficient reading areas. DAR data is also used to provide specific support using the Individualized Trial Teaching Strategies (TTS) available online through the DAR.

Weekly, each grade level content PLC meets with administration and/or applicable coach for a common planning session, during which time they plan units and lessons according to the district curriculum and salient data points. During these meetings, the assigned ESE teacher assists to make accommodations and discuss learning strategies for our ESE students. ESE teachers routinely visit classrooms with ESE students to provide additional support and small group instruction for ESE students.

Students who are determined to need interventions are recommended for morning tutoring, and/or additional support from the reading coach, math coach, or the reading interventionist. These support personnel work closely with school counselors to determine which students need which level of interventions: pull outs, push ins, subject-specific tutoring, or home learning assistance, for example. Weekly instructional leadership team meetings also provide guidance through data analysis and reflection to determine next steps in each content area as well as necessary support for teachers to improve practice and increase student achievement, especially in the area of teacher-led groups based on data.

***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:** Before School Program

**Minutes added to school year:** 2,640

In January of 2016, Oceanway will provide a before school program that will target students who scored on the bottom percentage quartile on the FSA in Reading and (or) Math. Teachers will recommend those students in their Intensive Reading and Intensive Math classes who would benefit from additional instruction. Regular attendance will be required so as to provide optimal opportunity for increasing learning gains. Students will attend 2 days a week from 8:00-9:00. Certified teachers will provide academic instruction that is explicit and rigorous. Students academic progress will be monitored as to track achievement.

**Strategy Rationale**

Struggling Math and Reading students will have remediation, utilizing explicit and rigorous instruction so as to close the learning gap.

**Strategy Purpose(s)**

- Enrichment

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

Alexandria Marx, Tonya, marxt@duvalschools.org

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

DAR, Achieve3000, and i-ready data will be used to assess students learning gains in the before school program. This data will drive instructional needs of those students participating in our before school enrichment program.

**Strategy:** Before School Program

**Minutes added to school year:** 8,000

Before School tutoring

**Strategy Rationale**

Individualized assistance to students to address standards-based deficiencies will increase achievement

**Strategy Purpose(s)**

- Core Academic Instruction

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

Alexandria Marx, Tonya, marxt@duvalschools.org

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

Interim assessment data quarterly, individual teacher data, state assessment data

**Strategy:** Weekend Program

**Minutes added to school year:** 960

Weekend Science Boot Camp monthly January through April 2016

**Strategy Rationale**

Remediation of identified annually assessed science standards will increase overall science proficiency

**Strategy Purpose(s)**

- Core Academic Instruction

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

Hilliker, Michael, hillikerm@duvalschools.org

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

Exit tickets, quarterly assessment data, state FCAT data

**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**

Incoming 6th grade students are welcomed to our school during the spring of their 5th grade year. Feeder school fifth graders are invited to the middle school campus for a tour and orientation about the school. When 6th grade students arrive in the fall, they and their parents attend a thorough Orientation session before school begins. Sixth grade students are provided with planners at the beginning of the year to aid in developing organizational skills. The school counselors are also available to work with individual students who struggle during this transition. Students in grade 7 are provided with information on high school programs and how their middle school work impacts their admission to these programs. Transition to High School Night is held every fall for all parents and students. This provides the opportunity to learn about graduation requirements, acceleration programs, career academies, Bright Futures scholarships, high school scheduling, and other important information. Multiple high schools are invited to attend, and parents and students have the opportunity to speak directly to representatives from these schools. First Coast High School visits the campus in the spring to conduct pre-registration for incoming 9th graders. Oceanway promotes parent nights and other transition events available at the high schools for 8th grade students.

**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**

Throughout the year, the school counselors, teachers, and other faculty members promote a college-going culture. Students at all grade levels are provided with information on high school acceleration programs and reminded of the importance of rigor in preparing for college. Career awareness is advanced through school-wide career lessons, which provide students with opportunities to complete various assessments to discover their personal interests, passions, and values in conjunction with academic skills and strengths. Students also complete career cluster assessments to determine the

career cluster(s) that match their interests. A Career and Community Day is offered annually to invite community members into the school to speak about their careers to students in small group settings.

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

Our focus is to prepare students to succeed academically, socially, and emotionally at the high school level and beyond. We continue to increase the number of high school courses we offer in science, math and foreign language to ensure that all students have an opportunity to advance in a subject they find relevant and interesting. Computer based instruction and assessment is often integrated into these courses. This is intended to provide a basis for skills that are necessary for success in a technology-driven, global society.

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

We are committed to producing students who are on grade level and ready to enter high school in a global, technology-driven society. Focusing on reading, writing, and discussion every day develops the skills students need to succeed at the post-secondary level, in college or the workforce. Through integration of CTE coursework, including a three year continuum of technology-based courses, business keyboarding, and a digital TV Production class, as well as a focus on basic computer literacy skills in core academic courses, student will increase their academic success and become technologically fluent. Laptop computers are available for each student during class instruction and further supports 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**

N/A

## 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.

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## 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 we increase stakeholder involvement, then our school climate and culture will improve as evidenced by greater parent, teacher, staff, student, and community survey participation and satisfaction.
- G2.** If we improve teacher efficacy and increase the level of relevant, rigorous instruction, then student proficiency scores will increase in all core tested areas from the previous year's scores.

## 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 increase stakeholder involvement, then our school climate and culture will improve as evidenced by greater parent, teacher, staff, student, and community survey participation and satisfaction. 1a

 G071978

**Targets Supported** 1b

| Indicator                       | Annual Target |
|---------------------------------|---------------|
| School Climate Survey - Parent  | 100.0         |
| School Climate Survey - Staff   | 70.0          |
| School Climate Survey - Student | 900.0         |

**Resources Available to Support the Goal** 2

- School website
- Weekly use of parent link communication system to keep parent informed of events that they may want to attend.
- Opportunities for parent involvement through SAC, PTA, and numerous volunteer positions
- Business and community partnerships

**Targeted Barriers to Achieving the Goal** 3

- Motivating parents to continue and deepen their involvement with school events throughout the year.
- Funding to provide food, incentives, and programs for parents and students

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

Attendance and volunteer data will be collected in order to measure the efficacy of the promotion of community and parent involvement at/for events.

**Person Responsible**

Tonya Alexandria Marx

**Schedule**

Quarterly, from 8/24/2015 to 6/6/2016

**Evidence of Completion**

Sign in sheets and post-event survey data, donation and partnership records

**G2.** If we improve teacher efficacy and increase the level of relevant, rigorous instruction, then student proficiency scores will increase in all core tested areas from the previous year's scores. 1a

G071979

**Targets Supported** 1b

| Indicator                               | Annual Target |
|---|---------------|
| FSA English Language Arts - Achievement | 2.0           |
| FSA Mathematics - Achievement           | 2.0           |
| Civics EOC Pass                         | 61.0          |
| FCAT 2.0 Science Proficiency            | 48.0          |
| Algebra I FSA EOC Pass Rate             | 90.0          |

**Resources Available to Support the Goal** 2

- Positive Behavior Intervention team
- Content area ELA and Math Coach
- Student and teacher recognition opportunities

**Targeted Barriers to Achieving the Goal** 3

- Classroom management
- Teacher lack of efficacy and low morale

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

Weekly administrative presence and monitoring in common planning sessions for increased teacher efficacy and fidelity to curriculum

**Person Responsible**

Tonya Alexandria Marx

**Schedule**

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

**Evidence of Completion**

Teacher lesson plans, common planning agendas, data analysis, student work--rigorous, aligned and collaborative

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

Informal, formal, and walkthrough observations of classroom instruction

**Person Responsible**

Tonya Alexandria Marx

**Schedule**

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

**Evidence of Completion**

CAST observation rubric data, walkthrough data, and district specialist feedback data that indicates high levels of teacher efficacy including fidelity to curriculum, use of data, teacher-led small groups, student-centered instruction, and increased student mastery of content



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

Weekly instructional leadership meetings and calibrations

**Person Responsible**

Tonya Alexandria Marx

**Schedule**

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

***Evidence of Completion***

Feedback and observation data; evidence of teacher instructional adjustments based on data and feedback, increased student ownership feedback; increase in CAST effective ratings

## 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 increase stakeholder involvement, then our school climate and culture will improve as evidenced by greater parent, teacher, staff, student, and community survey participation and satisfaction. **1**

 G071978

**G1.B2** Motivating parents to continue and deepen their involvement with school events throughout the year.

**2**

 B187693

**G1.B2.S1** Families will be provided with dinner and other incentives to encourage attendance at early evening events held at the school. **4**

 S199204

### Strategy Rationale

Parents are often overwhelmed with responsibilities and lack the time to attend events at school. Providing timely and abundant communication about the event, dinner for families, and motivational, relevant programs coupled with incentives (door prizes for example) will ease the family burden and increase attendance at events.

### Action Step 1 **5**

In order to increase participation of parents and families, timely communication and promotion will be provided about the event via all available avenues

#### Person Responsible

Tonya Alexandria Marx

#### Schedule

Quarterly, from 8/24/2015 to 6/3/2016

#### Evidence of Completion

The evidence that this task is complete will be that parents attendance at events and involvement at the school will increase

**Action Step 2** 5

Business partners will be contacted and asked to provide food or donations to be used for motivational purposes for this event.

**Person Responsible**

Tonya Alexandria Marx

**Schedule**

Quarterly, from 8/24/2015 to 6/6/2016

***Evidence of Completion***

The evidence will be that donations of food or other incentives are provided to the school. The school will then use those donations to motivate families to attend the early evening event.

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

Looking at evidence of completion will include noting the responsiveness of parents to an event that offers food versus an event that does not. Monitoring the attendance levels at these event will also provide valuable data as to the fidelity of implementation.

**Person Responsible**

Tonya Alexandria Marx

**Schedule**

Quarterly, from 8/24/2015 to 6/6/2016

***Evidence of Completion***

Participant sign in sheets & post-event participant survey.

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

The data that will be collected after each event will include how many participants took advantage of the early evening family event. Successful implementation will produce parents who are engaged more fully in their child's educational process. If we see the desired result we will continue with the plan that has been developed. Lack of desired result will mean we have to adjust our plan.

**Person Responsible**

Tonya Alexandria Marx

**Schedule**

On 6/6/2016

**Evidence of Completion**

The evidence of completion that will be collected are sign in sheets and post event feedback forms.

**G1.B3 Funding to provide food, incentives, and programs for parents and students** 2

 B187694

**G1.B3.S1 Increase business partnerships and use available funding to provide incentives.** 4

 S199205

**Strategy Rationale**

Parents need to feel less burdened and positively rewarded for their involvement.

**Action Step 1** 5

Contact business partners for funding to provide food and incentives for events and parent involvement.

**Person Responsible**

Tonya Alexandria Marx

**Schedule**

Quarterly, from 8/24/2015 to 6/6/2016

**Evidence of Completion**

Donation of food and funds

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

Donations will be sought

**Person Responsible**

Tonya Alexandria Marx

**Schedule**

Quarterly, from 8/24/2015 to 6/6/2016

***Evidence of Completion***

Record of funds and donations

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

Records of donations and partnerships will be kept from year to year

**Person Responsible**

Tonya Alexandria Marx

**Schedule**

Quarterly, from 8/24/2015 to 6/30/2016

***Evidence of Completion***

If we are successful, an increase in partnerships and donation amounts will be evidenced

**G2.** If we improve teacher efficacy and increase the level of relevant, rigorous instruction, then student proficiency scores will increase in all core tested areas from the previous year's scores. 1

G071979

**G2.B1** Classroom management 2

B187696

**G2.B1.S1** Teacher will be provided with strategies in how to increase classroom performance and decrease inappropriate behaviors during classroom instruction time. 4

S199206

**Strategy Rationale**

Better student behavior increases instructional time.

**Action Step 1** 5

Teachers will participate in monthly inservice

**Person Responsible**

Tonya Alexandria Marx

**Schedule**

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

**Evidence of Completion**

Decrease in referrals and increase in instructional time

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

Weekly formal and informal classroom observations; weekly monitoring discipline data

**Person Responsible**

Tonya Alexandria Marx

**Schedule**

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

**Evidence of Completion**

Teachers will be observed based on CAST assessment and discipline dashboard data will also be collected

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

Teachers will be provided positive and constructive feedback from formal and informal observations.

**Person Responsible**

Tonya Alexandria Marx

**Schedule**

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

**Evidence of Completion**

Teachers will have an opportunity to ask questions about feedback, observe model peers, and take additional training.

**G2.B2 Teacher lack of efficacy and low morale** 2

 B187697

**G2.B2.S1 Math and Reading Coaches guide teachers during Professional Learning Communities and common planning to plan and execute effective instruction.** 4

 S199207

**Strategy Rationale**

Teachers need support and guidance to effectively implement the new curriculum and help students meet new standards.

**Action Step 1** 5

Teachers will develop and implement highly effective lesson plans.

**Person Responsible**

Tonya Alexandria Marx

**Schedule**

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

**Evidence of Completion**

The CAST will reflect teachers' ability to development and implement lesson plans, as will weekly common planning sessions monitored by administrators and coaches.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1 6**

Effective planning and implementation of data-driven lessons

**Person Responsible**

Tonya Alexandria Marx

**Schedule**

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

**Evidence of Completion**

Gains in student achievement in Math, Civics, Science, and Reading will be evident across the board during formal and informal assessments.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Teacher efficacy and morale will increase and result in greater student achievement

**Person Responsible**

Tonya Alexandria Marx

**Schedule**

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

**Evidence of Completion**

Survey data will reflect greater job satisfaction and engagement, student assessment data will improve, and a higher number of teachers will be effective or highly effective on CAST

**Appendix 1: Implementation Timeline**

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

| Source      | Task, Action Step or Monitoring Activity  | Who                    | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date |
|-------------|---|------------------------|-------------------------------|---|--------------------|
| G1.B2.S1.A1 | In order to increase participation of parents and families, timely communication and promotion will be provided about the event via all available avenues | Alexandria Marx, Tonya | 8/24/2015                     | The evidence that this task is complete will be that parents attendance at events and involvement at the school will increase | 6/3/2016 quarterly |
| G1.B3.S1.A1 | Contact business partners for funding to provide food and incentives for events and parent involvement.   | Alexandria Marx, Tonya | 8/24/2015                     | Donation of food and funds  | 6/6/2016 quarterly |
| G2.B1.S1.A1 | Teachers will participate in monthly inservice  | Alexandria Marx, Tonya | 8/24/2015                     | Decrease in referrals and increase in instructional time  | 6/6/2016 monthly   |
| G2.B2.S1.A1 | Teachers will develop and implement highly effective lesson plans.  | Alexandria Marx, Tonya | 8/24/2015                     | The CAST will reflect teachers' ability to development and implement lesson plans, as will weekly common planning             | 6/6/2016 weekly    |



| Source       | Task, Action Step or Monitoring Activity  | Who                    | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date  |
|--------------|---|------------------------|-------------------------------|--|---------------------|
|              |   |                        |                               | sessions monitored by administrators and coaches.  |                     |
| G1.B2.S1.A2  | Business partners will be contacted and asked to provide food or donations to be used for motivational purposes for this event.   | Alexandria Marx, Tonya | 8/24/2015                     | The evidence will be that donations of food or other incentives are provided to the school. The school will then use those donations to motivate families to attend the early evening event.   | 6/6/2016 quarterly  |
| G1.MA1       | Attendance and volunteer data will be collected in order to measure the efficacy of the promotion of community and parent involvement at/for events.  | Alexandria Marx, Tonya | 8/24/2015                     | Sign in sheets and post-event survey data, donation and partnership records  | 6/6/2016 quarterly  |
| G1.B2.S1.MA1 | The data that will be collected after each event will include how many participants took advantage of the early evening family event. Successful implementation will produce parents who are engaged more fully in their child's educational process. If we see the desired result we will continue with the plan that has been developed. Lack of desired result will mean we have to adjust our plan. | Alexandria Marx, Tonya | 8/24/2015                     | The evidence of completion that will be collected are sign in sheets and post event feedback forms.  | 6/6/2016 one-time   |
| G1.B2.S1.MA1 | Looking at evidence of completion will include noting the responsiveness of parents to an event that offers food versus an event that does not. Monitoring the attendance levels at these event will also provide valuable data as to the fidelity of implementation.   | Alexandria Marx, Tonya | 8/24/2015                     | Participant sign in sheets & post-event participant survey.  | 6/6/2016 quarterly  |
| G1.B3.S1.MA1 | Records of donations and partnerships will be kept from year to year  | Alexandria Marx, Tonya | 8/24/2015                     | If we are successful, an increase in partnerships and donation amounts will be evidenced   | 6/30/2016 quarterly |
| G1.B3.S1.MA1 | Donations will be sought  | Alexandria Marx, Tonya | 8/24/2015                     | Record of funds and donations  | 6/6/2016 quarterly  |
| G2.MA1       | Weekly administrative presence and monitoring in common planning sessions for increased teacher efficacy and fidelity to curriculum   | Alexandria Marx, Tonya | 8/24/2015                     | Teacher lesson plans, common planning agendas, data analysis, student work--rigorous, aligned and collaborative  | 6/6/2016 weekly     |
| G2.MA2       | Informal, formal, and walkthrough observations of classroom instruction   | Alexandria Marx, Tonya | 8/24/2015                     | CAST observation rubric data, walkthrough data, and district specialist feedback data that indicates high levels of teacher efficacy including fidelity to curriculum, use of data, teacher-led small groups, student-centered instruction, and increased student mastery of content | 6/6/2016 daily      |
| G2.MA3       | Weekly instructional leadership meetings and calibrations   | Alexandria Marx, Tonya | 8/24/2015                     | Feedback and observation data; evidence of teacher instructional adjustments based on data and feedback, increased student ownership feedback; increase in CAST effective ratings  | 6/6/2016 weekly     |
| G2.B1.S1.MA1 | Teachers will be provided positive and constructive feedback from formal and informal observations.   | Alexandria Marx, Tonya | 8/24/2015                     | Teachers will have an opportunity to ask questions about feedback, observe model peers, and take additional training.  | 6/6/2016 monthly    |
| G2.B1.S1.MA1 | Weekly formal and informal classroom observations; weekly monitoring discipline data  | Alexandria Marx, Tonya | 8/24/2015                     | Teachers will be observed based on CAST assessment and discipline dashboard data will also be collected  | 6/6/2016 monthly    |
| G2.B2.S1.MA1 | Teacher efficacy and morale will increase and result in greater student achievement   | Alexandria Marx, Tonya | 8/24/2015                     | Survey data will reflect greater job satisfaction and engagement, student assessment data will improve, and a  | 6/6/2016 monthly    |

| Source       | Task, Action Step or Monitoring Activity                     | Who                       | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date  |
|--------------|--|---------------------------|-------------------------------|---|---------------------|
|              |  |                           |                               | higher number of teachers will be effective or highly effective on CAST   |                     |
| G2.B2.S1.MA1 | Effective planning and implementation of data-driven lessons | Alexandria Marx,<br>Tonya | 8/24/2015                     | Gains in student achievement in Math, Civics, Science, and Reading will be evident across the board during formal and informal assessments. | 6/6/2016<br>monthly |

**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.*

**G2.** If we improve teacher efficacy and increase the level of relevant, rigorous instruction, then student proficiency scores will increase in all core tested areas from the previous year's scores.

### **G2.B1** Classroom management

**G2.B1.S1** Teacher will be provided with strategies in how to increase classroom performance and decrease inappropriate behaviors during classroom instruction time.

#### **PD Opportunity 1**

Teachers will participate in monthly inservice

##### **Facilitator**

Principal, APs, Dean

##### **Participants**

All faculty

##### **Schedule**

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

## Technical Assistance Items

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

### Budget

#### Budget Data

|   |                    |  |                        |                          |               |                   |
|---|--------------------|--|------------------------|--------------------------|---------------|-------------------|
| <b>1</b>  | <b>G1.B2.S1.A1</b> | <b>In order to increase participation of parents and families, timely communication and promotion will be provided about the event via all available avenues</b> |                        |                          |               | <b>\$2,000.00</b> |
|   | Function           | Object   | Budget Focus           | Funding Source           | FTE           | 2015-16           |
|   |                    |  | 0621 - Oceanway School | School Improvement Funds |               | \$2,000.00        |
| <i>Notes: Providing programs, speakers, and food and incentives to increase participation</i>   |                    |  |                        |                          |               |                   |
| <b>2</b>  | <b>G1.B2.S1.A2</b> | <b>Business partners will be contacted and asked to provide food or donations to be used for motivational purposes for this event.</b>                           |                        |                          |               | <b>\$0.00</b>     |
| <b>3</b>  | <b>G1.B3.S1.A1</b> | <b>Contact business partners for funding to provide food and incentives for events and parent involvement.</b>   |                        |                          |               | <b>\$0.00</b>     |
| <b>4</b>  | <b>G2.B1.S1.A1</b> | <b>Teachers will participate in monthly inservice</b>  |                        |                          |               | <b>\$1,000.00</b> |
|   | Function           | Object   | Budget Focus           | Funding Source           | FTE           | 2015-16           |
|   |                    |  | 0621 - Oceanway School |                          |               | \$0.00            |
|   |                    |  | 0621 - Oceanway School | School Improvement Funds |               | \$1,000.00        |
| <i>Notes: To provide TDEs for teacher to observe other teachers with excellent skills in this area; to provide materials to support positive behavior management strategies, including books and incentives</i> |                    |  |                        |                          |               |                   |
| <b>5</b>  | <b>G2.B2.S1.A1</b> | <b>Teachers will develop and implement highly effective lesson plans.</b>  |                        |                          |               | <b>\$0.00</b>     |
|   |                    |  |                        |                          | <b>Total:</b> | <b>\$3,000.00</b> |