2013-2014 SCHOOL IMPROVEMENT PLAN

Oceanway Elementary School

12555 GILLESPIE AVE

Jacksonville, FL 32218

904-696-8762

http://www.duvalschools.org/oceanwayschool

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	60%

Alternative/ESE Center	Charter School	Minority Rate
No	No	27%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	C	D	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Oceanway Elementary School

Principal
Jacquelyn Sneddon

School Advisory Council chair
Andy Morlock

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Katie Spear	Assistant Principal
Derrick Whigham-Gibson	Math Coach
Kelly Michelle Mikell	Reading Coach

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
1/7/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Jackie Sneddon- Principal
Katie Spear- Assistant Principal
Suzanne MacCray- Teacher
Theresa Scarborough- Educational Support
Michelle Drury- Educational Support
Andy Morlock- Business Partner
Guy Smith- Parent
Iesha Bennett- Parent
Krista Higginbotham- Parent
Andrea Francois- Parent
Edward Saramak- Parent

Involvement of the SAC in the development of the SIP

The SAC received a draft version of the School Improvement Plan and provided the school with their input.

Activities of the SAC for the upcoming school year

The SAC will meet monthly at 9:00 am. The SAC will provide the school with input on the daily operations. The SAC will decide what the SAC money will be spent on.

Projected use of school improvement funds, including the amount allocated to each project

SAC money will be spent to purchase additional educational items for the parent involvement check out room. This will include the purchase of personal CD players and books with CD recordings. These items will be available for parents to check-out to work with their students at home.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Jacquelyn Sneddon

Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	Bachelors of Sceince in Speech Pathology & Audiology; Masters in Elementary Education; and Masters in Educational Leadership. Certification: Educational Leadership K-12; Elementary Education; Speech and Language Impaired K-12
Performance Record	Principal of Oceanway Elementary 2012-2013 Proficiency: Reading 49% Math 47% Science 53% Writing 37% Learning Gains: Reading 67% Math 68% Lowest 25%: Reading 79% Math 90% AYP Not Met. Grade C Principal of Oceanway Elementary 2011-2012 Proficiency: Reading 47% Math 43% Science 32% Writing 75% Learning Gains: Reading 56% Math 55% Lowest 25%: Reading 64% Math 43% AYP Not Met. Grade D Principal of Oceanway Elementary 2010-2011 Proficiency: Reading 67% Math 66% Science 38% Writing 78% Learning Gains: Reading 57% Math 50% Lowest 25%: Reading 58% Math 63% AYP Not Met. Grade C

Katie Spear		
Asst Principal	Years as Administrator: 1	Years at Current School: 2

Credentials	Bachelors of Arts in Elementary Education, Masters in Educational Leadership. Certification in Elementary Education (K-6), English for Speakers of Other Languages (ESOL), Educational Leadership.
Performance Record	Reading Coach at Oceanway Elementary 2012-2013 Proficiency: Reading 49% Math 47% Science 53% Writing 37% Learning Gains: Reading 67% Math 68% Lowest 25%: Reading 79% Math 90% AYP Not Met. Grade C Teacher at Sadie T. Tillis Elementary 2011-2012 Proficiency: Reading 34% Math 39% Science 20% Writing 59% Learning Gains: Reading 56% Math 65% Lowest 25%: Reading 63% Math 77% AYP Not Met. Grade D Teacher at Sadie T. Tillis Elementary 2010-2011 Proficiency: Reading 52% Math 51% Science 25% Writing 68% Learning Gains: Reading 63% Math 56% Lowest 25%: Reading 50% Math 71% AYP Not Met. Grade C

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Derrick Whigman-Gibson		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Mathematics
Credentials	Bachelors of Arts in Education, Masters of Arts in Curriculum and Instruction. Certification: Elementary Education (K-6) and English for Speakers of Other Languages (ESOL)
Performance Record	Math Coach of Oceanway Elementary 2012-2013 Proficiency: Reading 49% Math 47% Science 53% Writing 37% Learning Gains: Reading 67% Math 68% Lowest 25%: Reading 79% Math 90% AYP Not Met. Grade C Teacher at Pine Estates Elementary 2011-2012 Proficiency: Reading 41% Math 44 % Science 9% Writing 75% Learning Gains: Reading 67% Math 60% Lowest 25%: Reading 72% Math 71% AYP Not Met. Grade C Teacher at Pine Estates Elementary 2010-2011 Proficiency: Reading 57% Math 67% Science 25% Writing 63% Learning Gains: Reading 53% Math 69% Lowest 25%: Reading 47% Math 65% AYP Not Met. Grade C

Kelly Michelle Mikell		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelors of Arts in Education; Certification: Elementary Education (K-6) and English for Speakers of Other Languages (ESOL) Endorsement
Performance Record	Teacher at San Mateo Elementary 2012-2013 Proficiency: Reading 64% Math 58% Science 48% Writing 40% Learning Gains: Reading 57% Math 54% Lowest 25%: Reading 59% Math 51% AYP Not Met. Grade C (D) Teacher at San Mateo Elementary 2011-2012 Proficiency: Reading 69% Math 62% Science 69% Writing 77% Learning Gains: Reading 67% Math 57% Lowest 25%: Reading 66% Math 49% AYP Not Met. Grade B Teacher at San Mateo Elementary 2010--2011 Proficiency: Reading 79% Math 84% Science 68% Writing 45% Learning Gains: Reading 61% Math 76% Lowest 25%: Reading 57% Math 68% AYP Not Met. Grade A

Classroom Teachers

# of classroom teachers
30

 # receiving effective rating or higher
30, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
30, 100%

 # ESOL endorsed
8, 27%

 # reading endorsed
3, 10%

 # with advanced degrees
6, 20%

 # National Board Certified
3, 10%

 # first-year teachers
1, 3%

 # with 1-5 years of experience
8, 27%

 # with 6-14 years of experience
11, 37%

 # with 15 or more years of experience
11, 37%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
10

 # receiving effective rating or higher
10, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

In an effort to recruit highly qualified teachers, our Professional Development Facilitator (PDF) works with several local colleges to obtain interns within our school. Having interns in the school allows us to work with individual prospective candidates for the future. 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 build a specific subject area. We have a well developed Sunshine Committee that plans and implements many school wide events to build camaraderie.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.
Amanda Travis is being mentored by Nancy Abercrombie. Mrs. Travis is a first year teacher who has been paired up with Ms. Abercrombie who is a high performing veteran teacher. Ms. Abercrombie will be able help Mrs. Travis 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.
Chelsea Swift is a 2nd year Media Specialist. Ms. Swift is being mentored by Angela Saffle, a high performing veteran teacher. Mrs. Saffle will be able to help Ms. Swift 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.
Tara Murrow is a 2nd year teacher. Mrs. Murrow is being mentored by Angela Saffle, a high performing veteran teacher. Mrs. Saffle will be able to help Mrs. Murrow 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 they feel need the next level of RtI to the team. The teachers are then required to gather data on their Tier I instruction. Teachers present their data to the team. If the team agrees that Tier II interventions are needed, the student will proceed to Tier II. Tier II intervention curriculum has been purchased by the district. Each teacher has 30 minutes of RtI intervention time built into their daily schedules in order to meet the needs

of our students. Every month we monitor the data of our Tier II students to look for progress and growth. After 6 weeks in Tier II, we meet with teachers again to discuss the intervention and progress. If no progress is seen, we move students to RtI Tier III services. This intervention takes place outside of the classroom with our Exceptional Student Education teachers. The curriculum for Tier III interventions has been purchased by the district.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Jackie Sneddon, Principal: Provide a common vision for the use of data-based decision making, ensure that the teachers are implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support the RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

Katie Spear, Assistant Principal: Provide a common vision for the use of data-based decision making, ensure that the teachers are implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support the RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

Joanne Grant, Exceptional Student Education Teacher: Provide information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions and integrates Tier I materials/instruction with Tier II/III activities. Provides professional development principals of RtI to faculty and staff; and collaborates with teachers to implement instruction.

Angela Saffle, Intermediate Education Teacher: Provide information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions and integrates Tier I materials/instruction with Tier II/III activities. Provides professional development principals of RtI to faculty and staff; and collaborates with teachers to implement instruction.

Suzanne MacCray, Intermediate Education Teacher: Provide information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions and integrates Tier I materials/instruction with Tier II/III activities. Provides professional development principals of RtI to faculty and staff; and collaborates with teachers to implement instruction.

Rebecca Stevicks, Primary Education Teacher: Conducts direct observations of student behavior. Provides information abut school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development on principals of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

Sherry Sommers, Guidance Counselor: Participates in student data collection, integrates core instructional activities/materials into Tier III instruction, and collaborates with general education teachers.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team conducts walk-through visits on a regular basis to ensure that RtI is being implemented with fidelity. The reading and math coach conduct classroom coaching cycles weekly to train and support teachers on the process of RtI. They work with individuals and teams of teachers to strengthen the Core Tier I instruction. The reading and math interventionist work with small groups of students to ensure that Tier II interventions are implemented on a weekly basis. The Leadership team meets with teachers individually to gather Tier I and II data and make decisions on the need for Tier III interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data:
Florida Comprehension Assessment Test (FCAT)
Duval County Baseline Curriculum Guide Assessments
Duval County Timed Writing Assessment
IOWA Basic Form E Reading and Vocabulary Assessment
Diagnostic Assessment in Reading (DAR)
iReady Math Assessment
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retention Data
Attendance Data
Mid-Year Data:
Duval County Curriculum Guide Assessments
Duval County Timed Writing Assessment
Diagnostic Assessment in Reading (DAR)
iReady Math Assessment
End of Year Data:
Florida Comprehension Assessment Test (FCAT)
Duval County End of Course Curriculum Guide Assessments
Duval County Timed Writing Assessment
IOWA Basic Form E Reading and Vocabulary Assessment
Diagnostic Assessment in Reading (DAR)
iReady Math Assessment
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retention Data
Attendance Data

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school-based RtI team will provide in-service training to the faculty on designated professional development days (i.e. planning days, early dismissal days, and faculty meetings). These in-service opportunities will include, but are not limited to, the following:
-Problem Solving Model
-Consensus Building
-Positive Behavioral Intervention and Support
-Data-based decision making to drive instruction
-Progress Monitoring
-Selection and availability of research-based interventions
-Tools utilized to identify specific discrepancies in reading

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kelly Michelle Mikell	Reading Coach
Kimberly Pinter	Kindergarten Teacher

Name	Title
Jennifer Peterson	1st Grade Teacher
Beverly Baker-Miley	2nd Grade Teacher
Amanda Montoya	3rd Grade Teacher
Jackie Pittman	4th Grade Teacher
Katherine Pentz	5th Grade Teacher
Joanne Grant	Exceptional Education Teacher
Kitty Hoffman	Speech Pathologist

How the school-based LLT functions

The LLT will meet on the 1st Early Release Wednesday of the month. The team will review current data to ensure the successful implementation of the reading curriculum and research based strategies for supporting students in the curriculum. The LLT will also meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals. The main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students.

Major initiatives of the LLT

The major initiatives of the LLT is to support new and veteran teachers while planning and implementing strategies to improve students' performance in reading.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

In the spring of 2014, Oceanway Elementary school will host a pre-orientation for neighborhood preschool aged children who will be kindergartners in the 2014-2015 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 2013. 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-adminsitered 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	49%	No	61%
American Indian				
Asian				
Black/African American	42%	34%	No	48%
Hispanic				
White	61%	54%	No	65%
English language learners				
Students with disabilities	34%	40%	Yes	41%
Economically disadvantaged	50%	44%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	25%	35%
Students scoring at or above Achievement Level 4	65	24%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	184	67%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	217	79%	84%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		25%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		25%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	22	23%	27%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	12	11%	14%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	47%	No	58%
American Indian				
Asian				
Black/African American	40%	30%	No	46%
Hispanic				
White	58%	52%	No	62%
English language learners				
Students with disabilities	40%	30%	No	46%
Economically disadvantaged	51%	42%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	27%	33%
Students scoring at or above Achievement Level 4	50	18%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	187	68%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	247	90%	93%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	31%	35%
Students scoring at or above Achievement Level 4	14	16%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		9
Participation in STEM-related experiences provided for students	480	85%	89%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	57	10%	7%
Students retained, pursuant to s. 1008.25, F.S.	15	3%	2%
Students who are not proficient in reading by third grade	48	51%	39%
Students who receive two or more behavior referrals	18	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	2%	1%

Area 10: Additional Targets

Additional targets for the school

Safety is a top priority at our school. Our goal is to ensure student safety throughout our school campus, including but not limited to the playground, classroom, cafeteria, restroom(s), and hallway. Our safety goal is to reduce the number of student accidents and/or Student Accident Reports this school year

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduce the Number of Student Accident Reports	49	9%%	6%%

Goals Summary

G1. In grades 3-5 the rate of proficiency will be increased from 47% to 58% on the 2014 administration of the FCAT 2.0 Mathematics test.

G2. During the 2013-2013 school year Oceanway Elementary will lower the number of excessive tardies and absences by 3%

G3. In grades 3-5, the rate of proficiency will be increased from 49% to 61% on the 2014 administration of the FCAT 2.0 Reading Test.

G4. In the 2013-2014 school year Oceanway Elementary will reduce the number of students receiving 2 or more referrals by 1%

G5. During the 2013-2014 school year, Oceanway Elementary will increase the number of STEM related experiences by 4%

G6. On the 2014 administration of the FCAT Writing test, 41% of the 4th grade students will achieve a 3.5 or above.

G7. In grades 3-5, the rate of proficiency for African American/Black students will increase from 30% to 46% on the 2014 administration of the FCAT 2.0 Math Test

G8. In grade 5, 53% of the students will score at achievement level 3 or higher on the 2014 FCAT 2.0 Science Assessment

G9. In grades 3-5, the rate of proficiency for African-American students will increase from 34% to 48% on the 2014 administration of the FCAT 2.0 Reading Test.

G10. In grades 3-5, the rate of students in the lowest 25% making learning gains will increase from 90% to 93% on the 2014 administration of the FCAT 2.0 Math Test and will increase from 79% to 84% on the 2014 FCAT 2.0 Reading Test

Goals Detail

G1. In grades 3-5 the rate of proficiency will be increased from 47% to 58% on the 2014 administration of the FCAT 2.0 Mathematics test.

Targets Supported

Resources Available to Support the Goal
- Math Interventionist
- Math Coach
- Reflex Math
- iReady Math Program
- Math Investigation Materials
- EnVisions Math Materials
- Do the Math Materials
- Building Blocks Program

Targeted Barriers to Achieving the Goal
- Lack of time for Professional Development

Plan to Monitor Progress Toward the Goal

Use student math assessment data, as well as, Interactive Journals and Exit tickets to monitor student growth toward meeting the goal

Person or Persons Responsible
Administrators, Math Coach, Math Specialist

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Data notebook

G2. During the 2013-2013 school year Oceanway Elementary will lower the number of excessive tardies and absences by 3%

Targets Supported
- EWS - Elementary School

Resources Available to Support the Goal
- Phone Call out System
- Perfect Attendance Monthly Prizes
- Flyers on Parent Education Opportunites
- Attendance Intervention Program
- Truancy Officer

Targeted Barriers to Achieving the Goal
- Lack of parental understanding of the importance of consistent school attendance

Plan to Monitor Progress Toward the Goal

The CRT operator runs monthly reports in order to determine student attendance issues and contact parents for Attendance Intervention Meetings. We will be monitoring the data to look for a decrease in the number of excessive absences and tardies.

Person or Persons Responsible
CRT Operator

Target Dates or Schedule:
Monthly

Evidence of Completion:
Data Records

G3. In grades 3-5, the rate of proficiency will be increased from 49% to 61% on the 2014 administration of the FCAT 2.0 Reading Test.

Targets Supported

Resources Available to Support the Goal
- Classroom Teachers
- School Based Reading Coach
- District Reading Specialist
- ESE Teachers
- Curriculum Materials
- District Curriculum Guides
- SuccessMaker
- Texts in classroom libraries and Media Center
- Comprehension Tool-Kit
- FCRR Resources

Targeted Barriers to Achieving the Goal
- Students reading below grade level

Plan to Monitor Progress Toward the Goal

We will be looking at classroom assessment data, exit tickets, Interactive Journals, DAR and CGA performance data, and FCAT 2.0

Person or Persons Responsible
Administrators, Literacy Specialists, Literacy Coach

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Through the data notebook

G4. In the 2013-2014 school year Oceanway Elementary will reduce the number of students receiving 2 or more referrals by 1%

Targets Supported
- EWS - Elementary School

Resources Available to Support the Goal
- CHAMPs classroom management trainings
- I Got Caught reward system
- Classroom rewards
- School wide behavior plan
- Discipline assemblies
- Cafeteria plan and reward system

Targeted Barriers to Achieving the Goal
- Poor classroom management
- Lack of parental support for inappropriate behavior

Plan to Monitor Progress Toward the Goal

Monitor referral data to find trends in location, time, and month of referrals in order to reduce the number of incidents.

Person or Persons Responsible
Assistant Principal

Target Dates or Schedule:
Monthly

Evidence of Completion:
Data Notebook

G5. During the 2013-2014 school year, Oceanway Elementary will increase the number of STEM related experiences by 4%

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- Science Lab

- Full time Science Lab Instructor

- Departmentalized science teachers

- Interactive Journals

- Gizmos

- Laptops in every classroom

- School Laptop Cart and Computer Lab

- Business Partners

Targeted Barriers to Achieving the Goal

- School Funds for Hosting a Science Fair

Plan to Monitor Progress Toward the Goal

We will host a Science Fair during the 2013-2014 school year to increase the number of STEM related experiences

Person or Persons Responsible

All teachers

Target Dates or Schedule:

May/June 2014

Evidence of Completion:

Photos of Science Fair

G6. On the 2014 administration of the FCAT Writing test, 41% of the 4th grade students will achieve a 3.5 or above.

Targets Supported
- Writing

Resources Available to Support the Goal
- District Curriculum Guides
- District Writing Prompts
- RtI
- Interactive Journals and Sourcebooks
- Writing across the curriculum
- Step Up to Writing resources
- Vibrant Vocabulary (School News Report)

Targeted Barriers to Achieving the Goal
- Lack of emphasis on language use and conventions

Plan to Monitor Progress Toward the Goal

Student scores on District writing prompts will increase quarterly

Person or Persons Responsible
Students, Teachers

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data Notebooks

G7. In grades 3-5, the rate of proficiency for African American/Black students will increase from 30% to 46% on the 2014 administration of the FCAT 2.0 Math Test

Targets Supported

Resources Available to Support the Goal
- Math Interventionist
- Math Coach
- Reflex Math
- iReady
- Math Investigation Material
- EnVisions Materials
- Success Maker

Targeted Barriers to Achieving the Goal
- Students entering below grade level

Plan to Monitor Progress Toward the Goal

We will be monitoring the growth of African American/Black students using Curriculum Guide Assessment results as well as iReady Math Assessment results.

Person or Persons Responsible
Administration, Math Coach, District Specialist

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data notebook information

G8. In grade 5, 53% of the students will score at achievement level 3 or higher on the 2014 FCAT 2.0 Science Assessment

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Computer Lab for Gizmos
- Science Lab
- Science Curriculum
- District Science Curriculum Guide
- District Science Coach

Targeted Barriers to Achieving the Goal
- Lack of science background knowledge

Plan to Monitor Progress Toward the Goal

Use assessments, Interactive Journals, and Exit Tickets to collect data in order to monitor student learning

Person or Persons Responsible
Classroom teachers

Target Dates or Schedule:
Ongoing through the year

Evidence of Completion:
Assessment data and student grades

G9. In grades 3-5, the rate of proficiency for African-American students will increase from 34% to 48% on the 2014 administration of the FCAT 2.0 Reading Test.

Targets Supported

Resources Available to Support the Goal
- Classroom Teachers
- School-Based Reading Coach
- Literacy District Specialist
- Intensive Reading/RtI
- Program Materials
- District Curriculum Guides
- Success Maker
- Soar to Success
- Texts in classroom libraries and Media Center
- Comprehension Tool-Kit
- FCRR Resources

Targeted Barriers to Achieving the Goal
- Students reading below grade level

Plan to Monitor Progress Toward the Goal

Curriculum Guide Assessments, Classroom Assessment Data, Interactive Journals, Exit Tickets

Person or Persons Responsible
Classroom Teacher, Literacy Coach, Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Data Notebook

G10. In grades 3-5, the rate of students in the lowest 25% making learning gains will increase from 90% to 93% on the 2014 administration of the FCAT 2.0 Math Test and will increase from 79% to 84% on the 2014 FCAT 2.0 Reading Test

Targets Supported

Resources Available to Support the Goal

- School Based Interventionist
- School Based Coaches
- Reflex Math
- iReady
- Math Program Materials
- District Curriculum Guides
- Success Maker
- Tutoring

Targeted Barriers to Achieving the Goal

- Effective implementation of the Gradual Release of Responsibility Model

Plan to Monitor Progress Toward the Goal

Curriculum guide assessments are given quarterly to monitor student growth. The lowest 25% will receive Tier II RtI interventions. The intervention data will be collected bi-weekly.

Person or Persons Responsible

Classroom teachers, Coaches, District Specialists, Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data Notebook

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. In grades 3-5 the rate of proficiency will be increased from 47% to 58% on the 2014 administration of the FCAT 2.0 Mathematics test.

G1.B2 Lack of time for Professional Development

G1.B2.S1 Conduct "Teacher Lunch and Learn" sessions

Action Step 1

Lunch and Learn sessions will be held to provide Professional Development to teachers during their lunch hour while they are eating

Person or Persons Responsible

Math Coach, Administrators, District Math Specialist

Target Dates or Schedule

During teachers lunch block

Evidence of Completion

Documentation of Professional Development plans

Facilitator:

School Based Math Coach

Participants:

All Math teachers

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

Create a schedule of Lunch and Learn dates that will be posted for all faculty and staff

Person or Persons Responsible

School Based Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching log approved by administration

Plan to Monitor Effectiveness of G1.B2.S1

Check teacher lesson plans for evidence of implementation of "Lunch and Learn" information

Person or Persons Responsible

Administration, Math Coach, Math Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plan check forms, coaching logs

G1.B2.S2 Adjust times for professional development so that teachers can meet with Professional Development Facilitators before or after school based on the availability of the teacher

Action Step 1

Adjust the times of professional development based on teacher need and interest

Person or Persons Responsible

Administrators, Math Coach, District Specialist

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Professional Development Log

Facilitator:

Math Coach

Participants:

All Math Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Check coaching logs for professional development times. Create a calendar of Professional Development opportunities being offered to the teachers

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Professional Development Calendar and administrator approval of coaching logs

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S3 Conduct Math Professional Learning Communities monthly

Action Step 1

Plan valuable PLC meetings that include a book study, data analysis, and student work analysis

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Monthly during Early Release

Evidence of Completion

Coaching log containing plans for PLC

Facilitator:

Math Coach

Participants:

All Math PLC Members

Plan to Monitor Fidelity of Implementation of G1.B2.S3

All PLC meetings will be held during early release time to ensure that all teachers are able to attend

Person or Persons Responsible

All teachers, Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

PLC sign-in sheet

Plan to Monitor Effectiveness of G1.B2.S3

We will look for evidence of learning in teacher lesson plans and classroom lessons

Person or Persons Responsible

Math Coach, Adminstration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, observation notes

G1.B2.S4 Train "Lead Math Teachers" on each grade level. Allow Lead Math Teachers time to meet with their grade level to provide training.

Action Step 1

Specialist or math coach will meet with the lead math teachers to discuss concepts or materials to be covered. They will discuss strategies for training their grade level with the information provided.

Person or Persons Responsible

Math Coach or Math Specialist

Target Dates or Schedule

Ongoing throughout year

Evidence of Completion

Math coach and specialist logs

Facilitator:

Math coach and specialist

Participants:

Lead Math Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S4

We will use common planning time to train "Lead Math Teachers" and then allow the lead teacher to conduct training during common planning to ensure that all teachers are available

Person or Persons Responsible

Lead Math Teacher, Math Coach

Target Dates or Schedule

Ongoing during Common Planning

Evidence of Completion

Coaching Logs, Common Planning Minutes

Plan to Monitor Effectiveness of G1.B2.S4

We will look for evidence of training in lesson plans and during classroom lessons

Person or Persons Responsible

Math Coach, Math Specialist, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, observation notes

G2. During the 2013-2013 school year Oceanway Elementary will lower the number of excessive tardies and absences by 3%

G2.B5 Lack of parental understanding of the importance of consistent school attendance

G2.B5.S1 All teachers will make phone calls home after 2 consecutive days absent

Action Step 1

Teachers will monitor student absence. If they student has been absent for 2 days, the teachers will call home to encourage parents to bring the students back to school. They will also inform parents at that time, that if their student is sick, a doctors note will be needed after the 3rd day absent or the days will be considered illegal absences.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily after 2nd absence

Evidence of Completion

Parent phone log

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Teachers will log all phone calls made to parents on their parent contact logs

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily after 2nd absence

Evidence of Completion

Phone log

Plan to Monitor Effectiveness of G2.B5.S1

The CRT operator runs monthly reports in order to determine student attendance issues and contact parents for Attendance Intervention Meetings. She will confirm and check teachers logs before contacting parents

Person or Persons Responsible

CRT Operator

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports

G2.B5.S2 Administrators will make parent phone calls after 3 consecutive days absent

Action Step 1

After a student is absent for the 3rd day, teachers will email student names to the administrators. The teachers will include a note about their previous days phone conversation with the parents.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Daily at the time of a 3rd absence

Evidence of Completion

Phone Log

Plan to Monitor Fidelity of Implementation of G2.B5.S2

The CRT operator runs monthly reports in order to determine student attendance issues and contact parents for Attendance Intervention Meetings. She will confirm and check teachers logs/administrators logs before contacting parents

Person or Persons Responsible

CRT Operator, classroom teachers, administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports

Plan to Monitor Effectiveness of G2.B5.S2

Each month we will run reports to see if the number of excessive absences and tardies are being reduced.

Person or Persons Responsible

CRT Operator

Target Dates or Schedule

Monthly

Evidence of Completion

Data Reports

G2.B5.S3 The automated phone system will call parents every morning if their student is absent

Action Step 1

The district has an automated phone system that calls all absent students each morning by 9:30. This phone system lets parents know that their students need to be in school unless they are sick or their is a family emergency.

Person or Persons Responsible

District phone system

Target Dates or Schedule

Each morning

Evidence of Completion

Phone system call out log

Plan to Monitor Fidelity of Implementation of G2.B5.S3

Phone system is automatic and does not require any action on our part

Person or Persons Responsible

Phone system

Target Dates or Schedule

Daily in the morning

Evidence of Completion

Phone call out log

Plan to Monitor Effectiveness of G2.B5.S3

Each month the CRT Operator will pull an attendance report and will look for the number of excessive tardies and absences to be reduced

Person or Persons Responsible

CRT Operator

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports

G2.B5.S4 Every month students with perfect attendance are entered into a drawing for a $5 gift card. The parents of the students are also entered into a drawing for a prize.

Action Step 1

Each month all the students with perfect attendance for that month will be entered into a drawing for a $5 Walmart gift card. The drawing takes place on the morning news so that all students can watch it and get excited about the potential for winning. The parents of students with perfect attendance will also be entered into a drawing for a variety of prizes.

Person or Persons Responsible

Guidance

Target Dates or Schedule

Monthly on the news

Evidence of Completion

Gift Card Distribution Record

Plan to Monitor Fidelity of Implementation of G2.B5.S4

We will keep a record of who was selected for each month

Person or Persons Responsible

Office Clerk

Target Dates or Schedule

Monthly

Evidence of Completion

Selection Record

Plan to Monitor Effectiveness of G2.B5.S4

The CRT operator runs monthly reports in order to determine student attendance issues and contact parents for Attendance Intervention Meetings. We will be monitoring the data to look for a decrease in the number of excessive absences and tardies.

Person or Persons Responsible

CRT operator

Target Dates or Schedule

Monthly

Evidence of Completion

Data Log

G3. In grades 3-5, the rate of proficiency will be increased from 49% to 61% on the 2014 administration of the FCAT 2.0 Reading Test.

G3.B2 Students reading below grade level

G3.B2.S1 All Literacy teachers will implement the DCPS Instructional Framework Model (Gradual Release: to include, Introduction, I-Do, We-Do, You-Do, Closure) with fidelity.

Action Step 1

Participate in professional development on how to implement the DCPS Instructional Framework Model (Introduction, I-Do, We-Do, You-Do, Closure) with fidelity through professional development sessions, Common Planning Time with school-based Reading Coach, and Lesson Studies.

Person or Persons Responsible

All literacy teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Lesson plans, Professional Development minutes, common planning time minutes, lesson study notes

Facilitator:

Literacy Coach

Participants:

All Literacy Teachers

Action Step 2

Plan and implement lessons following the DCPS Instructional Framework Model (Introduction, I-Do, We-Do, You-Do, Closure) with school-based Literacy Coach and grade level team during weekly Common Planning Time meetings.

Person or Persons Responsible

Literacy teachers

Target Dates or Schedule

Ongoing through lessons

Evidence of Completion

Common Planning time minutes, Lesson Plans

Action Step 3

Deliver appropriately-paced lessons that allow all students sufficient opportunity to practice new skills and strategies.

Person or Persons Responsible

Literacy Teachers

Target Dates or Schedule

During Literacy block daily

Evidence of Completion

Lesson plans, Interactive journals, exit tickets, formative assessments

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Conduct classroom walk-throughs, coaching cycles, and look for evidence in teacher lesson plans

Person or Persons Responsible

Literacy coach and administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Coaching logs and walk-through notes

Plan to Monitor Effectiveness of G3.B2.S1

We will look at lesson plan quality, student assessment scores, Interactive Journal entries, and Exit tickets

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs

G3.B2.S2 All Literacy teachers will engage in understanding how to select and use complex text to drive instruction in the classroom.

Action Step 1

Participate in professional development on how to select grade-level appropriate, complex texts that provide both support and rigor (challenges) for students. Support: What will keep students engaged (reading)? Challenge: What will make them work?

Person or Persons Responsible

Literacy Teachers

Target Dates or Schedule

During common planning time, ongoing

Evidence of Completion

Common Planning time minutes

Facilitator:

Literacy Coach

Participants:

All literacy teachers

Action Step 2

Plan and implement lessons for Novel Studies that promote opportunities for accountable talk and student interaction (i.e. Think-Pair-Share, Socratic Seminars and Literature Circles).

Person or Persons Responsible

Literacy teachers

Target Dates or Schedule

During daily lessons

Evidence of Completion

student work, interactive journals, lesson plans, conference notes

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Classroom walk-throughs, coaching cycles, lesson observations

Person or Persons Responsible

Administrators, District Specialists, and Literacy Coach

Target Dates or Schedule

Ongoing throughout year

Evidence of Completion

Coaching logs, walk-through forms

Plan to Monitor Effectiveness of G3.B2.S2

Classroom assessment data, DAR scores, CGA assessment data

Person or Persons Responsible

Teachers, Literacy Coach, Administration

Target Dates or Schedule

Ongoing throughout year

Evidence of Completion

Data notebooks

G3.B2.S3 All Literacy teachers will differentiate instruction daily for all students through the implementation of the DCPS Instructional Framework, center rotations, etc.

Action Step 1

Participate in professional development on how to differentiate instruction to meet the needs of all students through Common Planning time sessions with school-based Literacy Coach, Lesson Studies, professional book/article studies, etc.

Person or Persons Responsible

Literacy teachers, School Literacy Coach

Target Dates or Schedule

Common Planning time

Evidence of Completion

Common planning time minutes

Facilitator:

Literacy Coach

Participants:

All literacy teachers

Action Step 2

Provide intensive, maintenance and enrichment instruction of rotating groups of students, or to individual students based on needs as indicated by student data reports during Daily Center Rotations.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

During daily literacy block

Evidence of Completion

Lesson plans and conference notes

Action Step 3

Provide students with choices to complete leveled/differentiated tasks or tiered learning activities as alternate ways of mastering the same benchmark/standard.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

During daily literacy block

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Classroom walk-throughs, lesson plan checks, Coaching Cycles

Person or Persons Responsible

Literacy Coach, District Literacy Specialist, Administrators

Target Dates or Schedule

Ongoing throughout year

Evidence of Completion

Coaching logs, walk-through notes

Plan to Monitor Effectiveness of G3.B2.S3

Classroom assessments, Interactive Journals, DAR scores, Curriculum Guide Assessment Data

Person or Persons Responsible

Classroom teachers, Literacy Coach, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Data notebooks

G3.B2.S4 All Literacy teachers will participate in professional development opportunities to support higher-level thinking strategies for all students.

Action Step 1

Participate in professional development on Webb's Depth of Knowledge (DOK) levels through Lesson Study opportunities with the school-based Literacy Coach

Person or Persons Responsible

Literacy Teachers

Target Dates or Schedule

Common Planning time weekly

Evidence of Completion

Lesson plans contain higher order questions, common planning time minutes

Facilitator:

Literacy Coach

Participants:

All literacy teachers

Action Step 2

Increase the level of higher-order thinking skills questions by asking "Why?" "Why Not?" and "How?"; incorporate Wait Time and provide students with opportunities to respond to the lesson's Essential Question each day.

Person or Persons Responsible

Literacy Teachers

Target Dates or Schedule

During the literacy block

Evidence of Completion

Lesson plans, walk-throughs, coaching cycles

Action Step 3

Incorporate writing-based performance tasks where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their responses.

Person or Persons Responsible

Literacy teachers

Target Dates or Schedule

During daily literacy block

Evidence of Completion

Interactive journals

Plan to Monitor Fidelity of Implementation of G3.B2.S4

We will look for evidence of participation through lesson plans and higher-order questions asked in lessons

Person or Persons Responsible

Literacy Coach, administration

Target Dates or Schedule

During lesson walk-throughs, observations, and Coaching Cycles

Evidence of Completion

Coaching logs, walk-through documentation

Plan to Monitor Effectiveness of G3.B2.S4

We will evaluate classroom assessment scores, DAR scores, CGA scores, and Interactive Journals

Person or Persons Responsible

Classroom teachers, Administrators, Literacy Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Notebooks

G4. In the 2013-2014 school year Oceanway Elementary will reduce the number of students receiving 2 or more referrals by 1%

G4.B1 Poor classroom management

G4.B1.S1 Provide CHAMPs training for all teachers

Action Step 1

Teachers will receive CHAMPs training during common planning time

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Ongoing throughout year

Evidence of Completion

Coaching logs

Facilitator:

Math Coach

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

When the coach trains teachers during common planning time, he will indicate the training is occurring on the weekly coaching log

Person or Persons Responsible

Math coach, Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Log

Plan to Monitor Effectiveness of G4.B1.S1

Monitor referral data to find trends in location, time, and month of referrals in order to reduce the numbers

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Referral Data in Data Notebook

G5. During the 2013-2014 school year, Oceanway Elementary will increase the number of STEM related experiences by 4%

G5.B3 School Funds for Hosting a Science Fair

G5.B3.S1 Donations from Business Partners

Action Step 1

Science PLC will create a letter of request to send to local businesses asking for donations of specific materials or for volunteer hours to help implement a science fair

Person or Persons Responsible

Science PLC Members

Target Dates or Schedule

During Monthly PLC meetings

Evidence of Completion

PLC Minutes

Plan to Monitor Fidelity of Implementation of G5.B3.S1

All PLCs will turn in the minutes from their meeting each month to administration

Person or Persons Responsible

PLC Members, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

PLC Minute Logs

Plan to Monitor Effectiveness of G5.B3.S1

The front office clerk keeps a log of all businesses that donate time or money to the school

Person or Persons Responsible

Front Office Clerk

Target Dates or Schedule

Ongoing

Evidence of Completion

Business partner log

G5.B3.S4 School Materials/Teacher Depot

Action Step 1

Teachers on the science PLC will attend the monthly teacher depot to obtain free materials that could be used for the science fair

Person or Persons Responsible

PLC members

Target Dates or Schedule

Monthly

Evidence of Completion

Supplies received from the depot

Plan to Monitor Fidelity of Implementation of G5.B3.S4

At the time of the science fair, administration will ask teachers to fill out a form of supplies needed. We will then ask the Science PLC to obtain the supplies for free from the teacher depot if available

Person or Persons Responsible

Administration, Teachers, PLC members

Target Dates or Schedule

May

Evidence of Completion

Supply request

Plan to Monitor Effectiveness of G5.B3.S4

Science fair will be implemented successfully

Person or Persons Responsible

All teachers

Target Dates or Schedule

May/June 2014

Evidence of Completion

Science Fair Photos

G6. On the 2014 administration of the FCAT Writing test, 41% of the 4th grade students will achieve a 3.5 or above.

G6.B5 Lack of emphasis on language use and conventions

G6.B5.S1 Students will use the writing process daily. It will be recorded and dated for monitoring growth over time.

Action Step 1

Teachers will implement the Writers Workshop Model

Person or Persons Responsible

Literacy Teachers

Target Dates or Schedule

Daily during literacy block

Evidence of Completion

Lesson Planning

Plan to Monitor Fidelity of Implementation of G6.B5.S1

Classroom walk throughs will be conducted

Person or Persons Responsible

Administrators and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk through notes and coaching logs

Plan to Monitor Effectiveness of G6.B5.S1

Student scores on district writing prompts will increase

Person or Persons Responsible

Classroom teachers, coaches, administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Prompt Data

G6.B5.S2 Teachers will use the Step Up to Writing program to improve student proficiency.

Action Step 1

The writing PLC will receive training on the Step Up to Writing program, and will then train their grade level during common planning time

Person or Persons Responsible

Writing PLC

Target Dates or Schedule

During Writing PLC meetings

Evidence of Completion

PLC Minutes

Facilitator:

District Specialist

Participants:

Writing PLC members

Plan to Monitor Fidelity of Implementation of G6.B5.S2

Classroom walk throughs will look for evidence of Step Up to Writing Implementation

Person or Persons Responsible

Administrators and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs and Walk through notes

Plan to Monitor Effectiveness of G6.B5.S2

Student scores on District writing prompts will increase

Person or Persons Responsible

Teachers, Administrators, Coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

District writing prompt data

G6.B5.S3 Teachers will use the district writing prompts to assist in instructional decisions.

Action Step 1

Teachers will administer quarterly writing prompts and will score the prompts using the FCAT writes rubric

Person or Persons Responsible

Classroom Literacy Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Writing Prompts

Plan to Monitor Fidelity of Implementation of G6.B5.S3

All prompts will be scored using the FCAT writes rubric and student scores will be entered into Inform

Person or Persons Responsible

Teachers, Coaches, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Inform Data Reports

Plan to Monitor Effectiveness of G6.B5.S3

Student scores on District writing prompts will increase

Person or Persons Responsible

Teachers, Coaches, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Reports

G6.B5.S4 Students will use interactive journals/sourcebooks across the curriculum.

Action Step 1

Teachers will provide opportunities for students to write in/use the interactive journals/sourcebooks across the curriculum.

Person or Persons Responsible

Literacy Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interactive Journals

Plan to Monitor Fidelity of Implementation of G6.B5.S4

During coaching visits, the coach will look at student journals and sourcebooks

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Log

Plan to Monitor Effectiveness of G6.B5.S4

Student scores on District writing prompts will increase

Person or Persons Responsible

Administration, Coaches, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Writing Prompt Data Reports

G7. In grades 3-5, the rate of proficiency for African American/Black students will increase from 30% to 46% on the 2014 administration of the FCAT 2.0 Math Test

G7.B4 Students entering below grade level

G7.B4.S1 Students performing below grade level standards will work with the Math Interventionist

Action Step 1

We will be looking at our FCAT 2.0 data and baseline classroom assessments to determine which African American/Black students could benefit from small group RtI interventions in math. The Math interventionist will provide additional math time to these students and will use district approved curriculum

Person or Persons Responsible

Math Interventionist

Target Dates or Schedule

Daily

Evidence of Completion

Intervention logs

Plan to Monitor Fidelity of Implementation of G7.B4.S1

Math interventionist will provide a schedule of what students she will be working with. The interventionist will also keep attendance and notes.

Person or Persons Responsible

Math coach, administration

Target Dates or Schedule

Weekly

Evidence of Completion

Data collected for RtI intervention folders

Plan to Monitor Effectiveness of G7.B4.S1

The math interventionist will be assessing students bi-weekly to look for evidence of growth.

Person or Persons Responsible

Math interventionist

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment Data

G7.B4.S2 Use of small group instruction to work with students

Action Step 1

Teachers will implement with fidelity the gradual release of responsibility model. Teachers will review exit tickets, journal entries, and students tests to determine areas of weakness. Teachers will place students in small groups according to their needs.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Small group lesson plans, students journals

Plan to Monitor Fidelity of Implementation of G7.B4.S2

Teachers will include small group plans, with students names in their weekly lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans monitored by Math Coach and Administrators

Plan to Monitor Effectiveness of G7.B4.S2

We will look at classroom data, Interactive journals, Exit tickets, and Curriculum Guide Assessments to determine whether students are making growth

Person or Persons Responsible

Classroom teachers, Administrators, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Notebook

G7.B4.S3 Use of computer based programs, including Success Maker, Reflex Math, and iReady

Action Step 1

Teachers will have students work on district approved support programs to help increase student knowledge

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing throughout student work time daily

Evidence of Completion

Teacher lesson plans that indicate which program students will be using to supplement the lesson

Plan to Monitor Fidelity of Implementation of G7.B4.S3

We will monitor the use of the computer programs by running usage reports from specific programs

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Reports in data notebook

Plan to Monitor Effectiveness of G7.B4.S3

We will pull reports of student achievement from the different computer based learning programs. We will look for evidence of growth.

Person or Persons Responsible

Math Coach and classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Data reports

G7.B4.S4 Use of before and after school tutoring

Action Step 1

Students will be offered the opportunity to attend before or after school tutoring sessions. During this time, they will be using an intervention program targeted to meet the needs of specific students

Person or Persons Responsible

Teacher, Interventionist, Math Coach

Target Dates or Schedule

Weekly during morning and afternoon

Evidence of Completion

Attendance reports from tutoring

Plan to Monitor Fidelity of Implementation of G7.B4.S4

All students that are invited to tutoring will receive an invitation that will be sent home and signed by the parent or guardian.

Person or Persons Responsible

All students struggling in math or reading

Target Dates or Schedule

Ongoing

Evidence of Completion

Letters will be returned to the Math Coach and attendance rosters will be created

Plan to Monitor Effectiveness of G7.B4.S4

Students will take assessments throughout the tutoring program in order to determine next steps

Person or Persons Responsible

Math coach, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Results

G8. In grade 5, 53% of the students will score at achievement level 3 or higher on the 2014 FCAT 2.0 Science Assessment

G8.B1 Lack of science background knowledge

G8.B1.S1 Use more hands on investigations in lessons

Action Step 1

The teachers will collaborate with their colleagues and adapt to create science experiences together

Person or Persons Responsible

All science teachers

Target Dates or Schedule

During common planning time and Professional Learning Communities (PLC)

Evidence of Completion

Grade level meeting minutes and PLC meeting minutes

Facilitator:

District Science Coach

Participants:

Science PLC Members

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Monitor teachers lesson plans for evidence of hands-on investigations and experiments

Person or Persons Responsible

Administration and District Science Coach

Target Dates or Schedule

Throughout the school day

Evidence of Completion

Coaching logs and Administration walk through notes

Plan to Monitor Effectiveness of G8.B1.S1

Lesson plans will demonstrate the teachers ability to plan an effective hands on investigation lesson

Person or Persons Responsible

Administrators and District Math Coach

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Teacher lesson plan checks, Coaching logs

G8.B1.S2 Use the school based science lab as a resource

Action Step 1

The dedicated science lab teacher will familiarize herself will all the grade level curriculum guides for science

Person or Persons Responsible

Science Lab Teacher

Target Dates or Schedule

During planning time

Evidence of Completion

Science lab lesson plans reflect the use of the curriculum guides

Action Step 2

The science lab teacher will provide all classes with an additional 60 minutes of science instruction each week

Person or Persons Responsible

Science lab teacher

Target Dates or Schedule

During the school resource schedule

Evidence of Completion

School resource master schedule

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Teachers will bring their class to the science lab once a week.

Person or Persons Responsible

Classroom teachers and Science lab teacher

Target Dates or Schedule

Once per week for 60 minutes during the resource scheudle

Evidence of Completion

Science lab lesson plans

Plan to Monitor Effectiveness of G8.B1.S2

Use Interactive Journals and teacher created lab assessments

Person or Persons Responsible

Science Lab Teacher

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Journals and Assessment Data

G8.B1.S3 Use the technology available in the school, especially Gizmos

Action Step 1

Use the computer lab and laptops in the classrooms to access Explore Learning technology and access Gizmos

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

During science lessons

Evidence of Completion

Gizmos lesson assignment data

Plan to Monitor Fidelity of Implementation of G8.B1.S3

Monitor the use of Gizmos by looking at the program data for evidence of Gizmos being assigned to classes and students logging in the Gizmo program

Person or Persons Responsible

Administrators and District Science Coach

Target Dates or Schedule

During school day

Evidence of Completion

Gizmo data print outs

Plan to Monitor Effectiveness of G8.B1.S3

Monitor assessment data on concepts taught through the use of Gizmos

Person or Persons Responsible

Classroom Teachers, Science Lab Teacher

Target Dates or Schedule

Ongoing throughout year

Evidence of Completion

Data Notebooks

G8.B1.S4 Teach the science curriculum daily

Action Step 1

Use time management strategies to complete the daily schedule everyday.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Following daily master schedule and lesson plans

Plan to Monitor Fidelity of Implementation of G8.B1.S4

Walk-throughs and visits from the District Science Coach

Person or Persons Responsible

Administrators and Science Coach

Target Dates or Schedule

Daily

Evidence of Completion

Administrators walk through notes and Coaching Logs.

Plan to Monitor Effectiveness of G8.B1.S4

Plan assessments to monitor daily learning through the use of Interactive Journals and Exit Tickets

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing throughout year

Evidence of Completion

Assessment Data and Journals

G9. In grades 3-5, the rate of proficiency for African-American students will increase from 34% to 48% on the 2014 administration of the FCAT 2.0 Reading Test.

G9.B2 Students reading below grade level

G9.B2.S1 All Literacy teachers will implement the DCPS Instructional Framework Model (Gradual Release: to include, Introduction, I-Do, We-Do, You-Do, Closure) with fidelity.

Action Step 1

Deliver appropriately-paced lessons that allow all students sufficient opportunity to practice new skills and strategies.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily Literacy Block

Evidence of Completion

Lesson Plans indicate the use of the gradual release model

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Walk-throughs, observations, and Coaching Cycles

Person or Persons Responsible

Literacy Coach, District specialist, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, observation notes

Plan to Monitor Effectiveness of G9.B2.S1

Classroom assessment results, CGA results, DAR test results

Person or Persons Responsible

Teachers, Administrators, Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Data notebook information

G9.B2.S2 All Literacy teachers will engage in understanding how to select and use complex text to drive instruction in the classroom.

Action Step 1

Teachers will meet with students individually and in small groups to help students select appropriately complex text for their needs for independent reading and practice

Person or Persons Responsible

Teachers

Target Dates or Schedule

During the student work period of the Readers Workshop

Evidence of Completion

Teacher small group and conference notes

Plan to Monitor Fidelity of Implementation of G9.B2.S2

Lesson walk throughs, Observations, Coaching Cycles

Person or Persons Responsible

Literacy Coach, Administrators, District Specialists

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Coaching logs, Observation notes

Plan to Monitor Effectiveness of G9.B2.S2

Student DAR scores and IOWA scores which will indicate an increase in students reading level, as well as, teacher running record logs

Person or Persons Responsible

Classroom teachers, administrators, coaches

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Data notebook

G9.B2.S3 All Literacy teachers will differentiate instruction daily for African-American students through the implementation of the DCPS Instructional Framework, center rotations, Intensive Reading/RtI, etc.

Action Step 1

Administer baseline assessments to students to determine individual strengths and weaknesses in order to differentiate effectively

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

During the first month of school

Evidence of Completion

Baseline test scores

Plan to Monitor Fidelity of Implementation of G9.B2.S3

Baseline data for all tests are published on the District Data Program Inform. The data will be segregated by standard in order to determine individual needs.

Person or Persons Responsible

Classroom teachers, administrators, Literacy Coach

Target Dates or Schedule

During the first month of school

Evidence of Completion

Data notebooks

Plan to Monitor Effectiveness of G9.B2.S3

Students will show growth from the baseline to the following Curriculum Guide Assessments

Person or Persons Responsible

Classroom teachers, administration, Coaches

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Notebook

G10. In grades 3-5, the rate of students in the lowest 25% making learning gains will increase from 90% to 93% on the 2014 administration of the FCAT 2.0 Math Test and will increase from 79% to 84% on the 2014 FCAT 2.0 Reading Test

G10.B7 Effective implementation of the Gradual Release of Responsibility Model

G10.B7.S1 Implementation of the Coaching Cycle

Action Step 1

Coaches will enter the classrooms to conduct coaching cycles with individual teachers on the Gradual Release of Responsibility Model.

Person or Persons Responsible

Classroom teachers and School Coaches

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Coaching logs

Facilitator:

School Coaches

Participants:

All classroom teachers

Plan to Monitor Fidelity of Implementation of G10.B7.S1

All coaches weekly schedules are sent to the administration for approval prior to the week. Their log of notes is due to administration by the end of the week.

Person or Persons Responsible

Coaches and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Logs

Plan to Monitor Effectiveness of G10.B7.S1

Teacher lesson plans, improved teacher observation scores

Person or Persons Responsible

Administration

Target Dates or Schedule

During Observations throughout the year

Evidence of Completion

Observation notes

G10.B7.S2 Common planning with specific grade level or subject area

Action Step 1

Coaches will enter all common planning time with teachers and grade levels in order to help keep meetings on track and to provide professional development.

Person or Persons Responsible

School Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Logs

Plan to Monitor Fidelity of Implementation of G10.B7.S2

All coaching logs and Coaching schedules will be sent to administration weekly for approval

Person or Persons Responsible

Coaches and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Logs

Plan to Monitor Effectiveness of G10.B7.S2

Teacher lesson plans, improved teacher observation scores

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Observation notes

G10.B7.S3 Curriculum and Rigor Professional Development

Action Step 1

Professional Development will be provided to teachers during common planning time on effective implementation of the curriculum based on the Curriculum Guides. This will include how to increase the rigor in your lessons

Person or Persons Responsible

Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Logs

Facilitator:

School Math and Literacy Coach

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G10.B7.S3

Coaches will submit their weekly schedule and logs to administration for approval

Person or Persons Responsible

Coaches and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Logs

Plan to Monitor Effectiveness of G10.B7.S3

Teacher lesson plans, improved teacher observation scores

Person or Persons Responsible

Coaches, teachers, administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Observation notes, lesson plans

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 2 full time classroom teachers to help us meet the class size requirement, a full time science lab teacher, a math interventionist, and a part-time hourly paraprofessional. 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. Four additional Title I nights have been planned. We will be providing parents with some light refreshments and door prizes in attempt to increase involvement.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. In grades 3-5 the rate of proficiency will be increased from 47% to 58% on the 2014 administration of the FCAT 2.0 Mathematics test.

G1.B2 Lack of time for Professional Development

G1.B2.S1 Conduct "Teacher Lunch and Learn" sessions

PD Opportunity 1

Lunch and Learn sessions will be held to provide Professional Development to teachers during their lunch hour while they are eating

Facilitator

School Based Math Coach

Participants

All Math teachers

Target Dates or Schedule

During teachers lunch block

Evidence of Completion

Documentation of Professional Development plans

G1.B2.S2 Adjust times for professional development so that teachers can meet with Professional Development Facilitators before or after school based on the availability of the teacher

PD Opportunity 1

Adjust the times of professional development based on teacher need and interest

Facilitator

Math Coach

Participants

All Math Teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Professional Development Log

G1.B2.S3 Conduct Math Professional Learning Communities monthly

PD Opportunity 1

Plan valuable PLC meetings that include a book study, data analysis, and student work analysis

Facilitator

Math Coach

Participants

All Math PLC Members

Target Dates or Schedule

Monthly during Early Release

Evidence of Completion

Coaching log containing plans for PLC

G1.B2.S4 Train "Lead Math Teachers" on each grade level. Allow Lead Math Teachers time to meet with their grade level to provide training.

PD Opportunity 1

Specialist or math coach will meet with the lead math teachers to discuss concepts or materials to be covered. They will discuss strategies for training their grade level with the information provided.

Facilitator

Math coach and specialist

Participants

Lead Math Teachers

Target Dates or Schedule

Ongoing throughout year

Evidence of Completion

Math coach and specialist logs

G3. In grades 3-5, the rate of proficiency will be increased from 49% to 61% on the 2014 administration of the FCAT 2.0 Reading Test.

G3.B2 Students reading below grade level

G3.B2.S1 All Literacy teachers will implement the DCPS Instructional Framework Model (Gradual Release: to include, Introduction, I-Do, We-Do, You-Do, Closure) with fidelity.

PD Opportunity 1

Participate in professional development on how to implement the DCPS Instructional Framework Model (Introduction, I-Do, We-Do, You-Do, Closure) with fidelity through professional development sessions, Common Planning Time with school-based Reading Coach, and Lesson Studies.

Facilitator

Literacy Coach

Participants

All Literacy Teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Lesson plans, Professional Development minutes, common planning time minutes, lesson study notes

G3.B2.S2 All Literacy teachers will engage in understanding how to select and use complex text to drive instruction in the classroom.

PD Opportunity 1

Participate in professional development on how to select grade-level appropriate, complex texts that provide both support and rigor (challenges) for students. Support: What will keep students engaged (reading)? Challenge: What will make them work?

Facilitator

Literacy Coach

Participants

All literacy teachers

Target Dates or Schedule

During common planning time, ongoing

Evidence of Completion

Common Planning time minutes

G3.B2.S3 All Literacy teachers will differentiate instruction daily for all students through the implementation of the DCPS Instructional Framework, center rotations, etc.

PD Opportunity 1

Participate in professional development on how to differentiate instruction to meet the needs of all students through Common Planning time sessions with school-based Literacy Coach, Lesson Studies, professional book/article studies, etc.

Facilitator

Literacy Coach

Participants

All literacy teachers

Target Dates or Schedule

Common Planning time

Evidence of Completion

Common planning time minutes

G3.B2.S4 All Literacy teachers will participate in professional development opportunities to support higher-level thinking strategies for all students.

PD Opportunity 1

Participate in professional development on Webb's Depth of Knowledge (DOK) levels through Lesson Study opportunities with the school-based Literacy Coach

Facilitator

Literacy Coach

Participants

All literacy teachers

Target Dates or Schedule

Common Planning time weekly

Evidence of Completion

Lesson plans contain higher order questions, common planning time minutes

G4. In the 2013-2014 school year Oceanway Elementary will reduce the number of students receiving 2 or more referrals by 1%

G4.B1 Poor classroom management

G4.B1.S1 Provide CHAMPs training for all teachers

PD Opportunity 1

Teachers will receive CHAMPs training during common planning time

Facilitator

Math Coach

Participants

All teachers

Target Dates or Schedule

Ongoing throughout year

Evidence of Completion

Coaching logs

G6. On the 2014 administration of the FCAT Writing test, 41% of the 4th grade students will achieve a 3.5 or above.

G6.B5 Lack of emphasis on language use and conventions

G6.B5.S2 Teachers will use the Step Up to Writing program to improve student proficiency.

PD Opportunity 1

The writing PLC will receive training on the Step Up to Writing program, and will then train their grade level during common planning time

Facilitator

District Specialist

Participants

Writing PLC members

Target Dates or Schedule

During Writing PLC meetings

Evidence of Completion

PLC Minutes

G8. In grade 5, 53% of the students will score at achievement level 3 or higher on the 2014 FCAT 2.0 Science Assessment

G8.B1 Lack of science background knowledge

G8.B1.S1 Use more hands on investigations in lessons

PD Opportunity 1

The teachers will collaborate with their colleagues and adapt to create science experiences together

Facilitator

District Science Coach

Participants

Science PLC Members

Target Dates or Schedule

During common planning time and Professional Learning Communities (PLC)

Evidence of Completion

Grade level meeting minutes and PLC meeting minutes

G10. In grades 3-5, the rate of students in the lowest 25% making learning gains will increase from 90% to 93% on the 2014 administration of the FCAT 2.0 Math Test and will increase from 79% to 84% on the 2014 FCAT 2.0 Reading Test

G10.B7 Effective implementation of the Gradual Release of Responsibility Model

G10.B7.S1 Implementation of the Coaching Cycle

PD Opportunity 1

Coaches will enter the classrooms to conduct coaching cycles with individual teachers on the Gradual Release of Responsibility Model.

Facilitator

School Coaches

Participants

All classroom teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Coaching logs

G10.B7.S3 Curriculum and Rigor Professional Development

PD Opportunity 1

Professional Development will be provided to teachers during common planning time on effective implementation of the curriculum based on the Curriculum Guides. This will include how to increase the rigor in your lessons

Facilitator

School Math and Literacy Coach

Participants

All teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Logs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Other
Total	$0	$0
PTA	$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. During the 2013-2013 school year Oceanway Elementary will lower the number of excessive tardies and absences by 3%

G2.B5 Lack of parental understanding of the importance of consistent school attendance

G2.B5.S4 Every month students with perfect attendance are entered into a drawing for a $5 gift card. The parents of the students are also entered into a drawing for a prize.

Action Step 1

Each month all the students with perfect attendance for that month will be entered into a drawing for a $5 Walmart gift card. The drawing takes place on the morning news so that all students can watch it and get excited about the potential for winning. The parents of students with perfect attendance will also be entered into a drawing for a variety of prizes.

Resource Type

Other

Resource

Gift Cards for Incentives

Funding Source

PTA

Amount Needed

$0