

St. Johns County School District

Ocean Palms Elementary School



2016-17 Schoolwide Improvement Plan

Ocean Palms Elementary School

355 LANDRUM LN, Ponte Vedra Beach, FL 32082

<http://www-ope.stjohns.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	5%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	14%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 St. Johns County School Board on 9/29/2016.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	28

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Ocean Palms Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission is "Everyday, Everyone, Everything matters." - Our focus is the child.

b. Provide the school's vision statement.

At Ocean Palms, our vision is to create a positive, nurturing environment for young people to grow and learn as they develop the skills necessary to become the leaders of tomorrow. Through leadership roles, commitment to community, and high academic expectations, children are encouraged to explore and develop their individual strengths and passions. Family and local business involvement will provide positive real-world role models for our students while expanding the learning environment outside the school setting and into the home and beyond. Our staff embraces these empowering ideals and reflects them throughout our school.

2. School Environment

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

Ocean Palms encourages leadership and good character in our students. In addition to embracing the St. Johns County Character Counts Pillars with character lessons, monthly student recognitions, and school-wide Otter Buck rewards, we have initiated a student leadership program where students are able to select leadership roles of interest to them. Teams are formed in and outside of the classroom where ideas are shared, and students experience activities with other children who have similar interests. Through this collaboration, students become involved with other children, and together, they enhance each other's leadership skills. These diverse leadership teams meet once or twice weekly throughout the year and become involved with other student leaders and staff. Through these leadership opportunities, our students share their cultures and build relationships with other children and adults.

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

Through monthly safety drills and school-wide programs that promote positive behavior, a culture of high expectations for one's self and others is cultivated and maintained throughout the school year. When students are aware of what to do in the event of an emergency, they feel safe. Behavior booster programs take place the first week of school with all grade levels. Each month, the entire school focuses on one Character Pillar. Through a variety of resources, these initiatives are promoted at the classroom level and provide in depth learning opportunities for students which can then be applied on a daily basis in and outside of the school environment.

c. 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-wide behavioral system supports our St. Johns County Pillars of Character. During the first week of school all students are introduced to the pillars by the principal via the closed circuit television system. A concentration on one pillar per month is emphasized through the school's Book

of the Month initiative. Using the Book of the Month for a literary example, teachers provide in depth character lessons. Each Wednesday, grade level groups are presented with a guidance lesson which also focuses on the Pillar of the Month. School personnel are provided with monthly activities and lesson resources to support a school-wide approach to teaching positive behavior and promoting character.

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

The school utilizes the MTSS team to ensure that the social-emotional needs of all students are met. A teacher, parent, or school employee can refer a child to the MTSS team for problem solving. Utilizing shared decision making, students are provided with the appropriate resources and school personnel to meet their individual needs.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Ocean Palms would like to maintain our high level of parent involvement. We strive to inform and educate our stakeholders on our leadership model as well as our curriculum and instructional design based on the Florida State Standards at Principal Coffee Chats, FSA Parent evenings, STEM Expo evenings, and a variety of digital communications. The administration maintains a comprehensive website and sends out a school newsletter bi-monthly. A parent liaison provides regular press releases to local media sources of events happening at our school. Teachers are expected to maintain positive relationships and effective communication through grade level websites, weekly newsletters, and two individual parent-teacher conferences each year.

2. 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 PTO has a dedicated business partner liaison who continuously works with the local community to secure and sustain partnerships that will enhance the overall school structure. Monies provided by business partners are directly used to support the School Improvement Plan.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Richardson, Jessica	Principal
Baker, Kasey	Assistant Principal
Ngai-Crim, Karin	School Counselor
Rosas, Jessica	Psychologist
Proietto, Michael	Instructional Coach

b. Duties

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

Principal- Jessica Richardson: support RTI core team and garner information for future opportunities, perform classroom observations, participate in parent conferences, refer students and parents to appropriate resources, review school wide progress monitoring data.

Assistant Principal - Kasey Baker: attend RTI core meetings, gather student data, participate in gap analysis, review RTI plans, perform classroom observations, attend parent conferences.

Guidance Counselor- Karin Ngai-Crim: facilitate Rtl core meetings, develop Tier I and II academic and behavioral plans, gather data on student academics and behavior, conduct classroom observations, participate in gap analysis, create weekly agenda, file Rtl paperwork, update Rtl database, review school wide progress monitoring, conduct guidance lessons on determined needs and updates staff on progress monitoring Rti progress and interventions.

Instructional Literacy Coach - Rita Andreu: facilitate RTI core meetings, determine appropriate instructional strategies and interventions, help develop Tier II and III academic and behavioral plans,

gather attendance and behavioral data, participate in gap analysis, refer students and parents to appropriate resources, participate in parent conferences, perform classroom observations, develop progress monitoring probes, review school-wide progress monitoring data, provide staff training on progress monitoring and interventions

School Psychologist - Jessica Rosas: attend Rtl core meetings, facilitate gap analysis, file Rtl paperwork, update Rtl data base, participate in parent conferences, facilitate student assessments as needed, finalize Rtl packet and give to LEA.

2. 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.

At Ocean Palms we use the 4-step problem-solving model: Step 1, define an objective and measurable terms

the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to the stated goal.

Weekly our school MTSS core team meets to discuss SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly Rtl meetings to discuss individual student needs for those students not meeting grade level proficiency. An educational plan is formulated if needed, including intervention strategies where appropriate. Parents are invited at appropriate times and District involvement is solicited as needed. We also review our lowest quartile and communicate with teachers to ensure that we intervene if needed.

SAI money will be utilized to hire an instructional paraprofessional. This selected individual will provide support and resources to children and teachers, track data and share results and strategy ideas with our MTSS team. Our lowest performing students(25%) will be targeted and tracked via MTSS and assisted by our MTSS Tutor.

Title II funds will be utilized to purchase professional resources for our lowest 25% students. These resources will be aligned to the Florida Standards and will have a focus on non fiction text and writing. Any additional funds will also be utilized to pay for substitutes in order for teachers to participate in professional development.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kristi Bacus	Parent
Patricia Shilling	Teacher
Jill Sheen	Teacher
Robyn Silber	Parent
Stephanie Cills	Parent
Dawn Kroog	Business/Community
Gina Ralph	Parent
Jennifer Werba	Parent
Lydia Yeoman	Education Support Employee
Laura Bramson	Parent
Mary DeSanto	Teacher
Jaime Eason	Parent
Nikki Beckham	Parent
Karen Hunt	Parent
Jared Policastro	Parent
Susan Samko	Parent
Michelle Frecks	Teacher
Diane Buckner	Teacher
April Gregory	Teacher
Rebecca Lake	Teacher
Moira Catches	Teacher
Michelle Campbell	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

Overall school data will be shared and disaggregated by the SAC team. Data will include FSA results, Discovery Education Reading, Math, and Science Assessments and student lexile levels generated by the Achieve 3000 program to monitor student reading proficiency and gains. Grade level teams meet to analyze student writing based on common rubrics.

b. Development of this school improvement plan

The School Improvement Plan will be written with the participation of the SAC members in conjunction with the principal and the school leadership team. Goals and objectives of the SIP will be determined utilizing student formative and summative data. The SIP will then be reviewed by a variety of stakeholders within the school in order to ensure its alignment with school, district, and state initiatives. This document will be monitored throughout the year and will remain fluid as a living, breathing document.

c. Preparation of the school's annual budget and plan

We anticipate utilizing our SAC budget to pay for substitutes that will provide classroom coverage while our teachers attend professional development in reading and writing programs that will help us better differentiate to meet our students' literacy needs.

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

Funds were allocated to support teacher Professional Development in implementing the Achieve 3000 Reading program and Being a Writer.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Proietto, Michael	Instructional Coach
Ngai-Crim, Karin	School Counselor
Richardson, Jessica	Principal
Baker, Kasey	Assistant Principal
Rosas, Jessica	Psychologist

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Major school-wide initiatives this year include professional development and coaching on the use of regular, systemic classroom formative assessments and common summative assessments in order to meet the literacy needs of each student and build learning gains. This will include quarterly, differentiated professional development and collaborative planning for teaching teams at each grade level. The assistant principal will lead quarterly data chats to analyze data in order to identify the gaps and strengths in each and every child. The LLT will continue its journey to educational excellence through the reading and research of high yield strategies and international best practices. We will continue to strive to become diagnostic and prescriptive educators of excellence who consistently monitor student achievement and the development of caring contributors of the world.

D. Public and Collaborative Teaching

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

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

In order to foster collaborative grade level teams who share and plan together, Ocean Palms has implemented a rotating schedule of resource classes for students on Wednesdays. This alternative schedule allows each teaching team to meet for a full day of Professional Development and collaborative planning on a quarterly basis. On a daily basis, teachers have a shared common planning time with

others on their grade level. Other opportunities for teachers to work together are provided on Wednesday afternoons when teachers participate in grade-level meetings and optional Professional Learning Communities of their choice. One Wednesday per month is a Best Practice Symposium, where all instructional staff gather for sharing of information and ideas pertinent to all.

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

Our school district utilizes the Applitrack employment system which provides personnel information including the Gallop Teacher Insight Assessment to assist us in the screening of our applicants. Once selected, candidates are asked to join a strategic interview team and to highlight their vision via creative technology. Our team then utilizes pre-selected questions to determine the level of expertise and the ability of the candidates to serve as an asset to our school. Decisions are made in a team setting collaboratively and with enthusiastic synergy.

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

Our mentoring design ensures a seamless transition for new staff into our school culture. Each new staff member is given a selected mentor to work with throughout the school year. They establish a calendar to develop meeting times of at least 4-5 times per month during the first four months of employment and twice a month thereafter. A check list and a new teacher mentoring log will be used throughout the year. The district mentoring handbook will serve as a guide as our mentoring teams as well as the offering of new teacher professional development throughout the school year. These PD components include classroom management, addressing content, using formative assessments, differentiated instruction, professionalism, student engagement and reflecting on teaching. The principal will meet with each team quarterly to discuss challenges and successes.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also

used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. 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.

Continual data conversations take place through weekly MTSS meetings, weekly professional development, and individual teacher conferences with administration. Through this ongoing model, students individual learning needs are addressed and teachers and school leaders work collaboratively to plan for differentiation to remediate or enrich curriculum based on individual and group student data. Classroom teachers utilize learning goals and scales to differentiate instruction, instructional strategies, supplemental programs, and unique lesson planning provide opportunities for all students to learn and grow.

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

Strategy: After School Program

Minutes added to school year:

Ocean Palms has a robust after school enrichment program. Community members and school staff offer a variety of learning opportunities such as Spanish, choir, art, drama, guitar, soccer, and lego robotics.

Strategy Rationale

Students can chose an enrichment activity that interests them to further enhance the learning environment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Richardson, Jessica, jessica.richardson@stjohns.k12.fl.us

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

Summary reports are gathered from all vendors, the strength and validity of the programs are monitored by the number of students who participate and feedback from individuals.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Each Spring our local Pre-K students are welcomed to tour our Kindergarten classrooms. We officially invite them to tour, ask questions, and to experience the "big school." Our community takes full advantage of this opportunity and we are thrilled to have these structured visitations. Parent and family tours are given as requested and are led by our student ambassadors with a corresponding follow-up meeting with administration.

Ocean Palms works in conjunction with outside agencies such as FDLRS, Childfind and Episcopal Children's Services in order to arrange tours, communicate and plan student placements. Our current Pre-K/VPK classroom also serves as a bridge to Kindergarten and lends itself to a seamless transition within our school.

Our PTO provides a myriad of events and opportunities for new parents including an annual Newcomers Breakfast, and a "Boo-Hoo" Breakfast for Kindergarten parents at Ocean Palms. Kindergarten Orientation Nights are provided each spring and are facilitated via the current Kindergarten teaching team and administration.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Teachers will differentiate ELA instruction to ensure one year's growth in reading for all students.
- G2.** Teachers will differentiate math instruction to ensure one year's growth for all students.
- G3.** Teacher's will identify their lowest quartile students in reading. These students will be monitored monthly and provided targeted instruction to ensure adequate progress and a learning gain.

Strategic Goals Detail

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

G1. Teachers will differentiate ELA instruction to ensure one year's growth in reading for all students. 1a

G083105

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Collaboration time to review student data and plan for differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development provided by district and school based leaders on programs such as Making Meaning, Being A Reader, Achieve 3,000, and RAZ kids. Collaborative common planning through a modified Wednesday schedule, early release Wednesdays, and weekly planning during the instructional day. Common formative and summative assessments.

Plan to Monitor Progress Toward G1. 8

Quarterly formative and summative assessments, Achieve, and RAZ kids data

Person Responsible

Jessica Richardson

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Increased proficiency on common assessments/rubrics and overall proficiency on the ELA FSA

G2. Teachers will differentiate math instruction to ensure one year's growth for all students. 1a

G083106

Targets Supported 1b

Indicator	Annual Target
Math Gains	80.0

Targeted Barriers to Achieving the Goal 3

- Collaboration time to review student data and plan for differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development on Math Formative Assessment Systems (MFAS), Classroom Coaching
- Collaborative common planning through a modified Wednesday schedule, early release Wednesdays, and weekly planning during the instructional day. Common formative and summative assessments.

Plan to Monitor Progress Toward G2. 8

FSA, district wide assessment, school based assessments

Person Responsible

Jessica Richardson

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Student growth and increase level of proficiency

Plan to Monitor Progress Toward G2. 8

Data reports from digital resources

Person Responsible

Jessica Richardson

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

data reports from digital resources

G3. Teacher's will identify their lowest quartile students in reading. These students will be monitored monthly and provided targeted instruction to ensure adequate progress and a learning gain. 1a

G083107

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	72.0

Targeted Barriers to Achieving the Goal 3

- Time to differentiate reading instruction for all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Best practice educational books, common formative and summative assessments, current staff as onsite trainers, Florida State Standards, Resource Teachers as classroom teachers during training time weekly, and district staff as needed. Continued professional development in balanced literacy.

Plan to Monitor Progress Toward G3. 8

Marzano Observations

Person Responsible

Jessica Richardson

Schedule

Quarterly, from 8/10/2016 to 4/14/2017

Evidence of Completion

Feedback on iObservation, Lesson Plans and Curriculum Maps, student work, teacher questioning in context, and formative and summative assessment in the classroom.

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. Teachers will differentiate ELA instruction to ensure one year's growth in reading for all students. **1**

 G083105

G1.B1 Collaboration time to review student data and plan for differentiated instruction. **2**

 B220337

G1.B1.S1 We will utilize consultants from the Center for the Collaborative Classroom to train teachers on the implementation of the Being A Reader/Making Meaning resource. Teachers will participate in webinars and district level professional development. (the focus will be on Balanced Literacy) We will embrace a modified resource schedule each Wednesday. Resource Teachers will utilize a creative block schedule to meet the needs of related arts instruction while providing larger blocks of time for grade level teachers to plan and collaborate around best practice instruction, balanced literacy, and differentiated instruction. Teachers will participate in data analysis to inform instruction on bottom quartile. **4**

 S232584

Strategy Rationale

When teachers are differentiating instruction for individual students, the learning gaps are decreased.

Action Step 1 **5**

Common planning and professional development to review data, student progress, and achievement surrounding the balanced literacy process.

Person Responsible

Michael Proietto

Schedule

Quarterly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Student writing samples and rubrics, data from DE, Achieve, and RAZ, teacher reflection through deliberate practice.

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

Vertical training and planning for common ELA instruction and continued implementation of Florida standards and common ELA learning goals and scales.

Person Responsible

Jessica Richardson

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

ELA Data, progress monitoring, teacher reflections

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

Monitoring of Quarterly formative and summative assessments

Person Responsible

Jessica Richardson

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Progress monitoring data provided by DE, Achieve, and RAZ kids

G2. Teachers will differentiate math instruction to ensure one year's growth for all students. 1

G083106

G2.B1 Collaboration time to review student data and plan for differentiated instruction. 2

B220338

G2.B1.S1 We will embrace a modified resource schedule each Wednesday. Resource Teachers will utilize a creative block schedule to meet the needs of related arts instruction while providing larger blocks of time for grade level teachers to plan and collaborate around best practice instruction. All grade levels will participate in common planning to review student progress in relation to differentiating instruction based on math standards. Common planning will be used to review math data and progress monitor student achievement. 4

S232585

Strategy Rationale

When instruction is differentiating to meet individual students needs learning gaps will decrease.

Action Step 1 5

Common planning and professional development to review data, student progress, and achievement surrounding formative and summative assessments including MFAS items and DE.

Person Responsible

Michael Proietto

Schedule

Quarterly, from 8/3/2016 to 5/24/2017

Evidence of Completion

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

Quarterly collaborative discussion per grade level with administration, weekly team collaboration to discuss MFAS tasks and student data related to math learning gains.

Person Responsible

Michael Proietto

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Individual student, teacher, and grade level data from formative and summative assessments.

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

collaboration between teachers, administration, and district experts regarding best practice of mathematics instruction

Person Responsible

Michael Proietto

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

classroom observations, deliberate practice reflections, team meeting notes

G3. Teacher's will identify their lowest quartile students in reading. These students will be monitored monthly and provided targeted instruction to ensure adequate progress and a learning gain. 1

G083107

G3.B1 Time to differentiate reading instruction for all students. 2

B220339

G3.B1.S1 Training for all staff on the implementation of Being a Reader and Making Meaning. Teachers will continually monitor data on their students in the bottom quartile. 4

S232586

Strategy Rationale

When students' instruction is individualized, learning gaps will decrease.

Action Step 1 5

Professional development and implementation of balanced literacy.

Person Responsible

Michael Proietto

Schedule

Monthly, from 8/3/2016 to 5/24/2017

Evidence of Completion

student data

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

data chats

Person Responsible

Michael Proietto

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

artifacts and data reports from Achieve 3000 reports, RAZ kids, DE, and formative and summative ELA assessments.

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

review of data reports

Person Responsible

Kasey Baker

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

formative and summative assessments, district data, DE, FSA

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G3.MA1 M301572	Marzano Observations	Richardson, Jessica	8/10/2016	Feedback on iObservation, Lesson Plans and Curriculum Maps, student work, teacher questioning in context, and formative and summative assessment in the classroom.	4/14/2017 quarterly
G1.MA1 M301565	Quarterly formative and summative assessments, Achieve, and RAZ kids data	Richardson, Jessica	8/10/2016	Increased proficiency on common assessments/rubrics and overall proficiency on the ELA FSA	5/24/2017 quarterly
G2.MA1 M301568	FSA, district wide assessment, school based assessments	Richardson, Jessica	8/10/2016	Student growth and increase level of proficiency	5/24/2017 quarterly
G2.MA2 M301569	Data reports from digital resources	Richardson, Jessica	8/10/2016	data reports from digital resources	5/24/2017 quarterly
G1.B1.S1.MA1 M301563	Monitoring of Quarterly formative and summative assessments	Richardson, Jessica	8/10/2016	Progress monitoring data provided by DE, Achieve, and RAZ kids	5/24/2017 quarterly
G1.B1.S1.MA1 M301564	Vertical training and planning for common ELA instruction and continued implementation of Florida...	Richardson, Jessica	8/10/2016	ELA Data, progress monitoring, teacher reflections	5/24/2017 quarterly
G1.B1.S1.A1 A297624	Common planning and professional development to review data, student progress, and achievement...	Proietto, Michael	8/3/2016	Student writing samples and rubrics, data from DE, Achieve, and RAZ, teacher reflection through deliberate practice.	5/24/2017 quarterly
G2.B1.S1.MA1 M301566	collaboration between teachers, administration, and district experts regarding best practice of...	Proietto, Michael	8/10/2016	classroom observations, deliberate practice reflections, team meeting notes	5/24/2017 quarterly
G2.B1.S1.MA1 M301567	Quarterly collaborative discussion per grade level with administration, weekly team collaboration...	Proietto, Michael	8/10/2016	Individual student, teacher, and grade level data from formative and summative assessments.	5/24/2017 quarterly
G2.B1.S1.A1 A297625	Common planning and professional development to review data, student progress, and achievement...	Proietto, Michael	8/3/2016		5/24/2017 quarterly
G3.B1.S1.MA1 M301570	review of data reports	Baker, Kasey	8/10/2016	formative and summative assessments, district data, DE, FSA	5/24/2017 quarterly
G3.B1.S1.MA1 M301571	data chats	Proietto, Michael	8/10/2016	artifacts and data reports from Achieve 3000 reports, RAZ kids, DE, and formative and summative ELA assessments.	5/24/2017 quarterly
G3.B1.S1.A1 A297626	Professional development and implementation of balanced literacy.	Proietto, Michael	8/3/2016	student data	5/24/2017 monthly

V. Professional Development Opportunities

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

G1. Teachers will differentiate ELA instruction to ensure one year's growth in reading for all students.

G1.B1 Collaboration time to review student data and plan for differentiated instruction.

G1.B1.S1 We will utilize consultants from the Center for the Collaborative Classroom to train teachers on the implementation of the Being A Reader/Making Meaning resource. Teachers will participate in webinars and district level professional development. (the focus will be on Balanced Literacy) We will embrace a modified resource schedule each Wednesday. Resource Teachers will utilize a creative block schedule to meet the needs of related arts instruction while providing larger blocks of time for grade level teachers to plan and collaborate around best practice instruction, balanced literacy, and differentiated instruction. Teachers will participate in data analysis to inform instruction on bottom quartile.

PD Opportunity 1

Common planning and professional development to review data, student progress, and achievement surrounding the balanced literacy process.

Facilitator

Center for the Collaborative Classroom- in person and webinars Rita Andreu- Instructional Literacy Coach Experts within the building ELA District Specialist

Participants

All Teachers K-5

Schedule

Quarterly, from 8/3/2016 to 5/24/2017

G2. Teachers will differentiate math instruction to ensure one year's growth for all students.

G2.B1 Collaboration time to review student data and plan for differentiated instruction.

G2.B1.S1 We will embrace a modified resource schedule each Wednesday. Resource Teachers will utilize a creative block schedule to meet the needs of related arts instruction while providing larger blocks of time for grade level teachers to plan and collaborate around best practice instruction. All grade levels will participate in common planning to review student progress in relation to differentiating instruction based on math standards. Common planning will be used to review math data and progress monitor student achievement.

PD Opportunity 1

Common planning and professional development to review data, student progress, and achievement surrounding formative and summative assessments including MFAS items and DE.

Facilitator

Rita Andreu- Instructional Literacy Coach Experts within the building
Donna Frank- Math District Specialist

Participants

All Teacher K-5

Schedule

Quarterly, from 8/3/2016 to 5/24/2017

G3. Teacher's will identify their lowest quartile students in reading. These students will be monitored monthly and provided targeted instruction to ensure adequate progress and a learning gain.

G3.B1 Time to differentiate reading instruction for all students.

G3.B1.S1 Training for all staff on the implementation of Being a Reader and Making Meaning. Teachers will continually monitor data on their students in the bottom quartile.

PD Opportunity 1

Professional development and implementation of balanced literacy.

Facilitator

ILC, principal, assistant principal

Participants

teachers and students

Schedule

Monthly, from 8/3/2016 to 5/24/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Common planning and professional development to review data, student progress, and achievement surrounding the balanced literacy process.				\$0.00
2	G2.B1.S1.A1	Common planning and professional development to review data, student progress, and achievement surrounding formative and summative assessments including MFAS items and DE.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0391 - Ocean Palms Elementary School	School Improvement Funds		\$500.00
<i>Notes: Teachers will have the ability to attend the TEACH conference, paid for by SAC.</i>						
3	G3.B1.S1.A1	Professional development and implementation of balanced literacy.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0391 - Ocean Palms Elementary School	School Improvement Funds		\$1,000.00
<i>Notes: SAC monies will be utilized to pay for substitutes so that grade level representatives can be trained on the Being a Reader and Making Meaning.</i>						
Total:						\$1,500.00