Plantation Oaks Elementary School

2016-17 Schoolwide Improvement Plan

Plantation Oaks Elementary School

4150 PLANTATION OAKS BLVD, Orange Park, FL 32065

http://poe.oneclay.net

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	35%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	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 is pending approval by the Clay County School Board.

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

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 Plantation Oaks 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.

Plantation Oaks Elementary School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

b. Provide the school's vision statement.

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through theses values, we will maximize student potential and promote individual responsibility.

2. School Environment

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

The school creates many opportunities to learn about students' cultures and builds a relationship between teachers and students by having parent teacher conferences, orientation, communication through email and classroom DOJO, FOCUS parent portal, ESOL assistants to provide insight and support on student's culture and classroom communities through Being a Writer and Making Meaning. Each year, POE also hosts a multicultural fair for the community.

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

The school creates an environment where students feel safe and respected before, during and after school by practicing safety drills, creating a foundations team, implementing dismissal procedures, training students as safety patrols, and having faculty and staff duty stations before and after school. Clay County schools also use the Raptor system.

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.

Plantation Oaks has a behavioral system in place that includes school- wide procedures set through the Foundations Team for the cafeteria, common areas, playground and dismissal. Each morning students say the school pledge that aligns with our behavioral system and reinforces the key concepts of CHAMPS.
Teachers receive training on the behavioral system provided by the Foundations team. We also have a behavior coach, a full-time In-school Suspension teacher and a .5 Behavior management teacher.

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.

Plantation Oaks Elementary ensures the social-emotional needs of all students are being met through Guidance counselors, a Military Liaison, Making Meaning/Being a Writer social components, National Honor's Society high school student mentoring program and before and after school clubs.

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	
One or more suspensions	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	
Level 1 on statewide assessment	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	

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

POE works to build a positive relationship with families to increase involvement and communication by utilizing the parent portal on FOCUS, making home phone call and sending email reminders, using the marquee outside the school, planning information nights such as orientation and parent nights, and sending home surveys for parents to complete.

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.

POE develops community partnerships with Chick Fil A and Tropical Smoothie. We also have a PFA team that involves the community and keeps them informed of upcoming events and ways to help support POE and the students. POE continually updates their Facebook page to inform the community of events that take place and provide information pertaining to the school.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Voytko, Corrie	Assistant Principal
Wood, Amanda	Teacher, K-12
Nesi, Jodi	Teacher, ESE
Brown, Darin	Assistant Principal
Braswell, Ashley	Teacher, K-12
Roach, Jennifer	Principal
Mastandrea, Danielle	Teacher, K-12
Suhr, Casey	Teacher, K-12
Sharp, Jennifer	Teacher, K-12
Henderson, Amy	Teacher, K-12
Smith, Lorraine	Teacher, K-12
Tamminen, Jill	Teacher, K-12
Thurman, Katherine	Teacher, K-12
Hicks, Ashley	Teacher, K-12
Strickland, Amanda	Teacher, K-12
Floyd, Jasmine	Teacher, K-12
Peppers, Erin	Teacher, K-12

b. Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 SAT-10, 3-12 Performance Matters benchmark assessments, and formal assessments such as FSA. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping. The team also meets as the literacy leadership team to discuss parent

concerns related to library books and address literacy needs in the school related to Accelerated Reader.

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.

All K-5 students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus on supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with al grade level/ content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level/course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jennifer Roach	Principal
Amanda Wood	Teacher
Keisha Billups	Education Support Employee
Kenneth Jenkins	Parent
Susan Raab	Parent
John Dunlap	Business/Community
Ana Rivera	Parent
Gregory Bing	Parent
Lindsey Johnson	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

The SAC discussed and reviewed the 2015-2016 SIP plan.

b. Development of this school improvement plan

At each meeting, the SAC will discuss school goals and ask for input.

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

The SAC discusses and approves funds related to the SIP.

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

There is no money budgeted for SAC at this point.

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
Roach, Jennifer	Principal
Mastandrea, Danielle	Teacher, K-12
Braswell, Ashley	Teacher, K-12
Nesi, Jodi	Teacher, ESE
Voytko, Corrie	Assistant Principal
Brown, Darin	Assistant Principal
Suhr, Casey	Teacher, K-12
Sharp, Jennifer	Teacher, K-12
Henderson, Amy	Teacher, K-12
Wood, Amanda	Teacher, K-12
Thurman, Katherine	Teacher, K-12
Tamminen, Jill	Teacher, K-12
Smith, Lorraine	Teacher, K-12
Hicks, Ashley	Teacher, K-12
Strickland, Amanda	Teacher, K-12
Floyd, Jasmine	Teacher, K-12
Peppers, Erin	Teacher, K-12

b. Duties

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

The team meets as needed in collaboration with the MTSS team to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate development in the form of Professional Learning Communities. We will assure that non fiction text is being used school wide.

D. Public and Collaborative Teaching

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

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

Plantation Oaks Elementary encourages positive working relationships between teachers by providing a common planning for each grade level. This common planning time is scheduled for four times per week. One day a week teachers do collaborative planning and instruction through Professional Learning Communities.

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

Administrators and educational leaders within the school participate in the district job fair every May when available. Teachers are trained in CAS and host pre-intern and interns. Teachers participate in professional development to improve their teaching skills. POE continues to improve school moral. Teachers are supported through Professional Learning Communities, common team planning, school trainings, walk-throughs, and instructional videos. The county also provides the BEST program for new teachers to the district.

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

All new teachers to the school as well as first year teachers and EIP-TIP teachers are assigned an experienced peer teacher and meet as needed or at a mutually agreed schedule. The county also provides BEST coaches for teachers who are new to the district.

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.

The County provides Curriculum Maps for each subject and grade level. Florida Assessment Standards (C palm) provides alignment information. Professional Learning Communities provide opportunities for teachers to plan and discuss instructional issues.
Teachers create weekly curriculum maps based of the quarterly curriculum map at common team meetings.

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.

The school uses data to provide and differentiate instruction to meet the diverse needs of students by determining needs for students and providing additional support in those areas during IDR and the literacy block. We meet these needs by pulling small groups, utilizing classroom assistants and ESOL assistants, utilizing Moby Max and providing intervention during recess.

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: Extended School Day

Minutes added to school year: 6,000

Several opportunities are offered to students such as Bricks for Kids, Robotics, Moby Max in the computer lab, teacher helper club, math team, assessment tutoring, chorus, Art club, Spanish club and Agricultural club.

Strategy Rationale

Provide students with opportunities to participate in extra curricular activities to enrich their learning and meet their needs that are not able to be met during the regular school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Voytko, Corrie, corrie.voytko@myoneclay.net

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

Attendance is recorded for all after school activities. The effectiveness of after school academic support is analyzed through student performance.

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. § 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.

Students participate in summer screening. FLKRS is administered within the first thirty days of school for all Kindergarten students. Students leaving POE and going to the jr high school take an end of the year school field trip to explore the school and learn the expectation of the junior high. Counselors from the junior high school provide an information meeting during school for the students and after school for the parents.

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.

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

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

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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"Â? 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. POE will increase learning gains made in the lowest quartile from 36% of students showing gains to 70% of students showing gains as measured by the Florida State Assessment in Grade 4-5 on the ELA FSA during the 2016-2017 school year.

G2. POE will increase learning gains made in the lowest quartile from 42% of students showing gains to 75% of students showing gains as measured by the Florida State Assessment in Grade 4-5 on the Math FSA during the 2016-2017 school year.

G3. POE will increase student writing performance as measured by the One Clay Assessment from 80% of students receiving a score of 6 or above to 90% of students receiving a score of 6 or above in the 2016-2017 school year.

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. POE will increase learning gains made in the lowest quartile from 36% of students showing gains to 70% of students showing gains as measured by the Florida State Assessment in Grade 4-5 on the ELA FSA during the 2016-2017 school year. `1a`

🔑 G086057

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal `3`

- Teacher knowledge of engagement strategies and classroom management.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Pair share strategies, partner work, author's chair, classroom discussion, manipulatives, hands on labs, Kagan strategies, explain and defend positions or solutions, courses on the teaching framework, small group instruction and student collaboration.

Plan to Monitor Progress Toward G1. `8`

Data collection on student effectiveness

Person Responsible
Corrie Voytko

Schedule
Monthly, from 9/1/2016 to 6/7/2017

Evidence of Completion
Student grades, performance matters scores, FSA scores

G2. POE will increase learning gains made in the lowest quartile from 42% of students showing gains to 75% of students showing gains as measured by the Florida State Assessment in Grade 4-5 on the Math FSA during the 2016-2017 school year. `1a`

🔑 G086058

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	75.0

Targeted Barriers to Achieving the Goal `3`

- Professional development in effective teaching strategies

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Go Math Curriculum, Reflex, Moby Max, Prodigy

Plan to Monitor Progress Toward G2. `8`

Effective classroom instruction used throughout the day, strong understanding of standards being taught

Person Responsible

Corrie Voytko

Schedule

Weekly, from 9/1/2016 to 6/7/2017

Evidence of Completion

Lesson plans, student grades, gains made by lowest quartile students on Math Florida State Assessment

G3. POE will increase student writing performance as measured by the One Clay Assessment from 80% of students receiving a score of 6 or above to 90% of students receiving a score of 6 or above in the 2016-2017 school year. 1a

🔑 G086059

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	90.0

Targeted Barriers to Achieving the Goal 3

- Time for professional development

Resources Available to Help Reduce or Eliminate the Barriers 2

- "Being a Writer" Curriculum, "Being a Writer" Professional Training, Horizontal Team Planning, Oneclay Writes, Document Based Questions

Plan to Monitor Progress Toward G3. 8

Common expectation among grade levels for writing

Person Responsible

Corrie Voytko

Schedule

Weekly, from 9/1/2016 to 6/7/2017

Evidence of Completion

Student writing samples and grades

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. POE will increase learning gains made in the lowest quartile from 36% of students showing gains to 70% of students showing gains as measured by the Florida State Assessment in Grade 4-5 on the ELA FSA during the 2016-2017 school year. `1`

🔑 G086057

G1.B1 Teacher knowledge of engagement strategies and classroom management. `2`

🔑 B228701

G1.B1.S1 Provide professional development opportunities, including PLC's and courses on the teaching Framework. `4`

🔑 S241162

Strategy Rationale

Action Step 1 `5`

Training

Person Responsible

Corrie Voytko

Schedule

Weekly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Follow up form

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

Walk throughs

Person Responsible

Corrie Voytko

Schedule

Daily, from 9/1/2016 to 6/7/2017

Evidence of Completion

Feedback form/Rubric

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

Feedback Forms/ Rubrics

Person Responsible

Corrie Voytko

Schedule

Daily, from 9/1/2016 to 6/7/2017

Evidence of Completion

Meeting standards on rubric, student achievement

G2. POE will increase learning gains made in the lowest quartile from 42% of students showing gains to 75% of students showing gains as measured by the Florida State Assessment in Grade 4-5 on the Math FSA during the 2016-2017 school year. 1

🔑 G086058

G2.B3 Professional development in effective teaching strategies 2

🔑 B228707

G2.B3.S1 Provide professional development training in which faculty meet to collaborate and discuss effective teaching strategies, as well as examine standards, background information needed to understand standards and academic language associated with the standard. 4

🔑 S241169

Strategy Rationale

Providing a time for teachers to collaborate will create an atmosphere where teachers can share what has worked and what is not working. It also gives teachers a time to discuss standards related to subject matter and develop lessons that will fully teach the standard and address the background knowledge required to demonstrate proficiency with the standard.

Action Step 1 5

Attend weekly professional development where faculty discuss teaching strategies and examine standards.

Person Responsible

Corrie Voytko

Schedule

Weekly, from 9/1/2016 to 6/6/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Sign in log for professional development

Person Responsible

Corrie Voytko

Schedule

Weekly, from 9/1/2016 to 6/6/2017

Evidence of Completion

Classroom walkthroughs and observation, student progress, Performance Matters, Florida State Assessment lowest quartile growth

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Administrative and faculty feedback on professional development

Person Responsible

Jennifer Roach

Schedule

Monthly, from 9/1/2016 to 6/6/2017

Evidence of Completion

Administration and faculty will evaluate the effectiveness of the time spent in professional development and continue to develop the use of that time to meet the needs of the lowest quartile students. Information that is presented, created or changed will be added to google drive and shared with the faculty.

G3. POE will increase student writing performance as measured by the One Clay Assessment from 80% of students receiving a score of 6 or above to 90% of students receiving a score of 6 or above in the 2016-2017 school year. `1`

🔑 G086059

G3.B1 Time for professional development `2`

🔑 B228708

G3.B1.S3 Team Planning, implementing reading/writing strategies across the curriculum `4`

🔑 S241172

Strategy Rationale

Action Step 1 `5`

Implement team meetings to share reading/writing strategies and align writing goals across the curriculum.

Person Responsible

Corrie Voytko

Schedule

Weekly, from 9/1/2016 to 6/7/2017

Evidence of Completion

Team meeting notes

Plan to Monitor Fidelity of Implementation of G3.B1.S3 `6`

Bring student work samples to team meeting to evaluate and align expectations across subjects/
teachers

Person Responsible

Corrie Voytko

Schedule

Weekly, from 9/1/2016 to 6/7/2017

Evidence of Completion

Student work demonstrates a similar level of expectation for writing across subjects.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Evaluate writing expectation and share strategies as expectation rises

Person Responsible

Corrie Voytko

Schedule

Weekly, from 9/1/2016 to 6/7/2017

Evidence of Completion

Student work samples

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					
G1.B1.S1.A1 🔑 A312150	Training	Voytko, Corrie	9/1/2016	Follow up form	6/1/2017 weekly
G2.B3.S1.MA1 🔑 M321237	Administrative and faculty feedback on professional development	Roach, Jennifer	9/1/2016	Administration and faculty will evaluate the effectiveness of the time spent in professional development and continue to develop the use of that time to meet the needs of the lowest quartile students. Information that is presented, created or changed will be added to google drive and shared with the faculty.	6/6/2017 monthly
G2.B3.S1.MA1 🔑 M321238	Sign in log for professional development	Voytko, Corrie	9/1/2016	Classroom walkthroughs and observation, student progress, Performance Matters, Florida State Assessment lowest quartile growth	6/6/2017 weekly
G2.B3.S1.A1 🔑 A312155	Attend weekly professional development where faculty discuss teaching strategies and examine...	Voytko, Corrie	9/1/2016		6/6/2017 weekly
G1.MA1 🔑 M321230	Data collection on student effectiveness	Voytko, Corrie	9/1/2016	Student grades, performance matters scores, FSA scores	6/7/2017 monthly
G2.MA1 🔑 M321239	Effective classroom instruction used throughout the day, strong understanding of standards being...	Voytko, Corrie	9/1/2016	Lesson plans, student grades, gains made by lowest quartile students on Math Florida State Assessment	6/7/2017 weekly
G3.MA1 🔑 M321246	Common expectation among grade levels for writing	Voytko, Corrie	9/1/2016	Student writing samples and grades	6/7/2017 weekly
G1.B1.S1.MA1 🔑 M321224	Feedback Forms/ Rubrics	Voytko, Corrie	9/1/2016	Meeting standards on rubric, student achievement	6/7/2017 daily
G1.B1.S1.MA1 🔑 M321225	Walk throughs	Voytko, Corrie	9/1/2016	Feedback form/Rubric	6/7/2017 daily
G3.B1.S3.MA1 🔑 M321244	Evaluate writing expectation and share strategies as expectation rises	Voytko, Corrie	9/1/2016	Student work samples	6/7/2017 weekly
G3.B1.S3.MA1 🔑 M321245	Bring student work samples to team meeting to evaluate and align expectations across...	Voytko, Corrie	9/1/2016	Student work demonstrates a similar level of expectation for writing across subjects.	6/7/2017 weekly
G3.B1.S3.A1 🔑 A312156	Implement team meetings to share reading/writing strategies and align writing goals across the...	Voytko, Corrie	9/1/2016	Team meeting notes	6/7/2017 weekly

V. Professional Development Opportunities

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

G1. POE will increase learning gains made in the lowest quartile from 36% of students showing gains to 70% of students showing gains as measured by the Florida State Assessment in Grade 4-5 on the ELA FSA during the 2016-2017 school year.

G1.B1 Teacher knowledge of engagement strategies and classroom management.

G1.B1.S1 Provide professional development opportunities, including PLC's and courses on the teaching Framework.

PD Opportunity 1

Training

Facilitator

Assistant Principal

Participants

Faculty

Schedule

Weekly, from 9/1/2016 to 6/1/2017

G2. POE will increase learning gains made in the lowest quartile from 42% of students showing gains to 75% of students showing gains as measured by the Florida State Assessment in Grade 4-5 on the Math FSA during the 2016-2017 school year.

G2.B3 Professional development in effective teaching strategies

G2.B3.S1 Provide professional development training in which faculty meet to collaborate and discuss effective teaching strategies, as well as examine standards, background information needed to understand standards and academic language associated with the standard.

PD Opportunity 1

Attend weekly professional development where faculty discuss teaching strategies and examine standards.

Facilitator

Jennifer Roach, Corrie Voytko, Darin Brown

Participants

POE Faculty

Schedule

Weekly, from 9/1/2016 to 6/6/2017

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	Training	$0.00
2	G2.B3.S1.A1	**Attend weekly professional development where faculty discuss teaching strategies and examine standards.**	$0.00
3	G3.B1.S3.A1	**Implement team meetings to share reading/writing strategies and align writing goals across the curriculum.**	$0.00
		Total:	**$0.00**