

Oakleaf Village Elementary School



2016-17 Schoolwide Improvement Plan

Oakleaf Village Elementary School

410 OAKLEAF VILLAGE PKWY, Orange Park, FL 32065

<http://ove.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	38%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Oakleaf Village 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.

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 these values, we will maximize student potential and promote individual responsibility.

b. Provide the school's vision statement.

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

2. School Environment

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

Oakleaf Village Elementary ensures teachers are prepared for their multicultural student population through several different avenues. First, teachers are required to be ESOL certified if they have ELL students in their classes. Through these courses, teachers learn about different resources to learn about the different cultures. In addition, teachers work closely with the families to learn about the cultures and build relationships. Teachers also learn about students' cultures through the students' journals and essay writing in their various subject areas. Some of the grade levels have multicultural days in which parents are invited to share their backgrounds.

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

Oakleaf Village Elementary creates a positive environment with the students. Social Emotional Learning (SEL) is embedded in the reading and writing curriculum being used in all classrooms. Professional development related to SEL is provided to all faculty members monthly. In addition, students are greeted in the morning by student leaders a/k/a patrols, teachers, and administration. During the day, students are working collaboratively with other students in reading and writing as well as in the content areas. Collaboration helps students build relationships as well as respect for one another. After school, a carefully designed dismissal plan ensures a safe and respectful dismissal for the students.

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.

Positive Behavior Intervention and Support (PBIS) is utilized throughout the school to minimize distractions and encourage learning. We use STAR (Success Takes Action and Responsibility) as our school-wide acronym and reminder for success. STAR posters are seen throughout our campus. To support this belief, teachers set forth clear expectations and keep students engaged with collaborative learning. Common expectations are also clearly established for the common areas such

as the recess field, sidewalks, hallways, and the cafeteria. Friendly signs in the hallway and the cafeteria provide visual reminders for the students.

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.

Social-emotional needs of students are being addressed in a variety of ways to ensure needs are met on general as well as individual bases. Our school-wide curriculum, Being a Writer and Making Meaning, has a major focus on the social-emotional needs of students. Through collaborative learning students learn how to respectfully discuss and process information as well as complete projects and assignments. Through this social engagement, they also help each other to learn. In addition, the school has two counselors for the students. One is designated for grades K-2 and one is for grades 3-5. Counselors visit classrooms as well as provide individual counseling as needed. We also have as a special counselor for children with parents in the military via a district grant. Counseling services are provided upon teachers' and parents' request. Lastly, all teachers received professional development in Suicide Prevention from the Clay County School District.

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

The school works at building positive relationships with families by communicating through various avenues. When families enter the doors of our lobby at Oakleaf Elementary School, they are welcomed by our school's mission and vision statements. The school has a website and Facebook page that are frequently updated to ensure parents are kept up-to-date with regard to school events. The school uses Parent Link for mass communication via phone calls and email. At the beginning of the year, teachers have an open house/orientation in which they go over the school's mission and vision statements in addition to their class goals and expectations. Teachers communicate daily with the parents regarding their child's progress through the use of school issued planners. Parents have 24/7 access to FOCUS which means they can access their child's grades at any time to check their progress. Parents and teachers have the ability to communicate regularly through FOCUS to ensure student success. Teachers are available for conferences. In addition, parents volunteer weekly in many of the classrooms to help the teachers and students in a variety of capacities. At the beginning of the year, a volunteer orientation and breakfast is held at the school to build relationships and establish routines. At the end of the year, these volunteers are recognized with a luncheon to show our appreciation. Throughout the school year, the school holds various events in order to build positive relationships with the families. These events include, but are not limited to, a drama play, talent show, school carnival, ice cream eating contest, etc.

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.

Oakleaf Village Elementary seeks out local businesses to help with events and provide donations that provide resources to support the school and student achievement. We have several business partners who actively support our endeavors.

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
Kendrick, Tracey	Principal
McNider, James	Assistant Principal
Summers, Paula	Teacher, K-12
Barton, Vava	School Counselor
Jenkins, Valarie	Teacher, K-12
Lundy, Kim	School Counselor
Freeze, Ann	Teacher, K-12
Payne, Bridget	Assistant Principal
Addie, Nicole	Teacher, K-12
Locklin, Beth	Teacher, K-12
Schaus, Robin	Teacher, K-12
Smith, Bradley	Teacher, K-12
Browning, Tara	Teacher, ESE

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 Performance Matters and Foundational Skills Assessments benchmark assessments as well as formal assessments such as FSA/SAT10/FCAT 2.0. In addition, the team members offer suggestions brought from their teams regarding concerns, teaching schedules, and instructional practices. 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 serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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 grade students take a benchmark assessment 3 times per year, and teachers maintain progress monitoring/class data between benchmark assessments. The SBLT team meets monthly to review student data. PLCs meet three times per month with the administrators to analyze the quality of the Tier 1 instruction to ensure it is following the "Framework for Intentional and Targeted Teaching". In addition, data is reviewed to determine whether students will need to be moved into Tier 2 or Tier 3 plans for those students who are struggling to meet grade level/ course expectations. These meetings focus on student achievement, effective instruction, and the provision of appropriate 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
Tracey Kendrick	Principal
April Henderlite	Parent
Tracey Hulett	Education Support Employee
Tolando Clevand	Parent
William Bewley	Parent
Daniel Butts	Parent
Julie Gonzalez	Teacher
Marie Arnold	Parent
Tori Williams	Parent
Tracey Kendrick	Principal

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

A review of the 2014-2015 FSA and current Performance Matters data indicates a need for increased student achievement in reading and mathematics. The most recent data for writing is from the 2013-2014 Academic Outcome Percentiles Rankings Report, and it indicated continued room for improvement. While we showed growth from the 7th to 38th percentile, our performance percentile declined from 37th to the 29th percentile. This resulted with us being in the lower achievement/lower growth quartile on the same report.

b. Development of this school improvement plan

Our SAC is composed of community members, parents, teachers, staff, and administrators. Using our school data, the SAC team identifies the problem areas in which we need to implement new strategies in order to improve our students' success.

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

SAC is asked for input with regards to perceived priorities. They review the final school budget.

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

The budgeted funds for last year were \$4,695. The funds were used to purchase student planners. In addition, funds were used for instructional technology such as projector bulbs so that the interactive white boards could be effectively utilized.

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
Kendrick, Tracey	Principal
McNider, James	Assistant Principal
Summers, Paula	Teacher, K-12
McMillan, Karen	Instructional Coach
Jenkins, Valarie	Teacher, K-12
Payne, Bridget	Assistant Principal
Freeze, Ann	Teacher, K-12
Gonzalez, Julie	Teacher, K-12
Addie, Nicole	Teacher, K-12
Browning, Tara	Teacher, ESE
Locklin, Beth	Teacher, K-12
Schaus, Robin	Teacher, K-12
Smith, Bradley	Teacher, K-12

b. Duties

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

The LLT promotes literacy through school-wide involvement in the literacy curriculum as well as SEL. Oakleaf Village Elementary is a Model School for the 2015-2016 school year; therefore, we are receiving intensive on-site training for the curriculum. Each grade level has a model ELA classroom that is coached four days a week by the literacy coach. Ideas generated in these classes are shared school-wide. Other ELA classrooms are encouraged to share their ideas as well. All lesson plans in the curriculum include the "Framework for Intentional and Targeted Teaching." Our school is also open to the district for teacher observation/collaboration to further share teaching and learning strategies. Teachers meet three times per month in their PLCs/data meetings to discuss data, progress monitoring, professional development, literacy strategies, instructional needs, and student interventions. The team works collaboratively to share best practices for student success. These meetings include monitoring of students in the MTSS process. Students will be referred to the intervention specialist as needed. A monthly school-wide meeting led by the on-site literacy coach is also held which promotes SEL, teaching strategies, literacy, etc.

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.

The school is committed to providing time for once a month Professional Development (PD) and PLCs that are held three times a month so that teachers may collaborate.

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

The school's strategies to recruit, develop, and retain highly qualified, certified in-field, effective teachers to the school are varied. The principal and administrative staff participate in district job and recruiting fairs. The school also invites pre-interns and interns to observe and work with the teachers. Some of these individuals become teachers in our school. The administrators also solicit referrals from current employees. New staff members are further developed by individual mentors working with the new teachers. Teachers also participate in individualized professional development based on what they need and what their students may need. In addition, all teachers participate in weekly collaborative PD/PLCs which increase the depth of knowledge. A sense of professional respect exists within the PLCs. In addition to the professional atmosphere, the school has a strong sense of community which helps to retain the highly qualified teachers. The school has a Social Club that recognizes special events in the teachers' lives.

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

The teacher mentoring program is multifaceted. New teachers participate in an orientation with administration. In addition, teachers new to the school are partnered with veteran staff members and/or the Team Leaders. New teachers also receive additional training based on their needs.

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.

All teachers were provided with the Florida Standards for their areas. Teachers utilize the district's curriculum maps while planning lessons to ensure that core instructional programs are aligned with the Florida Standards. Standards are reflected in the teachers' lesson plans.

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 various data to differentiate instruction to meet the diverse needs of students. This data includes but is not limited to Performance Matters, SAT10, Reading A to Z, and Go-Math. Examples of differentiation include but are not limited to small groups, individual conferences, Individualized Daily Reading (IDR), and differentiated instruction. Tutoring is also offered at certain points in the year to those students not meeting grade level expectations. OVE also has teacher assistants who provide additional individualized instruction.

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: 1,920

Targeted reading and math instruction based on students' needs.

Strategy Rationale

The rationale is to improve the students' reading and math skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kendrick, Tracey, tracey.kendrick@myoneclay.net

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

Performance Matters, Reading A-Z, Go Math, Benchmark Assessments, FSA, SAT10

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.

Oakleaf Village Elementary partners with The Goddard School (a local preschool) to assist the transition by hosting the preschool graduation and tour for the families of incoming Kindergarteners. In addition, OVE participates in a staggered enrollment plan for entering Kindergarteners. This allows the Kindergarten teacher to spend one day with half of the class and a second day with the other half of the class. The entire class reports on the third day. All students are assessed within the area of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Florida Kindergarten Reading Screener (FLKRS) will be given within the first 30 days of schools. ECHOS serves as a screener for social/emotional development and overall school readiness. Kindergarten students are assessed utilizing both Florida Assessment in Reading (FAIR) and Performance Matters (PM) to determine their initial success probability in reading.

Upon collection of data, teachers will plan daily academic and social/emotional instruction for students based on their needs. Instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic skills identified by screening data. Social/emotional skills instruction will be reinforced through the use of common language, re-teaching, and positive reinforcement of pro-social behavior.

Our school also partners with Oakleaf Junior High (OJH) to assist in the transition of the fifth graders to middle school. OJH help the students in course selection. In addition, a parent night is held by the middle school. Also, a "Buzz Camp" is held over the summer in which students may go for an extended period to gain more information regarding the middle school experience.

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. 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.** By the end of the 2016-2017 school year, students will utilize effective writing strategies across all content areas to increase student achievement to 70% or better on the FSA writing assessment.
- G2.** By the end of the 2016-2017 school year, students will show 75% or higher achievement in Number Sense and Problem Solving on the standardized assessments through the use of the Florida math standards.
- G3.** By the end of the 2016-2017 school year, students will be able to analyze various forms of text and cite evidence to support their knowledge and ideas from the text. Students achievement will Increase to 75% or higher on the Integration of Knowledge reporting category.

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. By the end of the 2016-2017 school year, students will utilize effective writing strategies across all content areas to increase student achievement to 70% or better on the FSA writing assessment. 1a

G086113

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Writing Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers' skills and knowledge of curriculum

Resources Available to Help Reduce or Eliminate the Barriers 2

- Being a Writer curriculum, journals, content area materials, Florida Standards, MobyMax

Plan to Monitor Progress Toward G1. 8

Formative assessments as well as local and district student performance data will be discussed at PLCs with each grade level.

Person Responsible

Bridget Payne

Schedule

Weekly, from 10/27/2016 to 5/25/2017

Evidence of Completion

Formative assessments will be developed and implemented by PLCs, student work will be reviewed in PLCs, and both district and school level benchmark data will be analyzed in PLCs. Teachers will track the progress of the students in the lowest quartile in writing.

G2. By the end of the 2016-2017 school year, students will show 75% or higher achievement in Number Sense and Problem Solving on the standardized assessments through the use of the Florida math standards. 1a

G086114

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Teacher familiarity with all of the requirements of the Florida Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math journals, Florida Standards, Go Math Curriculum, MobyMax, and District personnel

Plan to Monitor Progress Toward G2. 8

PLC logs, 15-16 Learning Target Plans with Beginning, Middle, and End of Year Data

Person Responsible

Bridget Payne

Schedule

Weekly, from 10/27/2016 to 5/25/2017

Evidence of Completion

Learning walks, Data Notebooks, Go Math Assessments, Math Journals, Performance Matters, FSA

G3. By the end of the 2016-2017 school year, students will be able to analyze various forms of text and cite evidence to support their knowledge and ideas from the text. Students achievement will Increase to 75% or higher on the Integration of Knowledge reporting category. 1a

G086115

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	84.0

Targeted Barriers to Achieving the Goal 3

- Teachers' understanding and effective use of the Making Meaning Curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards, journals, Making Meaning Curriculum, MobyMax

Plan to Monitor Progress Toward G3. 8

Walk-throughs, observations, and 15-16 Learning Target Plans.

Person Responsible

Tracey Kendrick

Schedule

Weekly, from 10/27/2016 to 5/25/2017

Evidence of Completion

Performance Matters, SAT10, Reading A to Z, evaluations, student conference notes, walk-throughs documented on Edviation.

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

 = Problem Solving Step  S123456 = Quick Key

G1. By the end of the 2016-2017 school year, students will utilize effective writing strategies across all content areas to increase student achievement to 70% or better on the FSA writing assessment. 1

G086113

G1.B1 Teachers' skills and knowledge of curriculum 2

B228782

G1.B1.S1 Using Being a Writer Curriculum will help increase teachers' knowledge base. 4

S241241

Strategy Rationale

When teachers spend structured time weekly reviewing and planning their lessons with the Being a Writer Curriculum, they will become more effective and efficient writing teachers as their knowledge base continues to grow.

Action Step 1 5

PLCs or PD focused around the Framework for Intentional Teaching will be held weekly. Writing teachers at each grade level utilize the Being a Writer curriculum. Teachers will collaborate and plan lessons accordingly.

Person Responsible

Bridget Payne

Schedule

Weekly, from 10/27/2016 to 5/25/2017

Evidence of Completion

Learning walks, observations, data, and PLC logs/minutes

Action Step 2 5

Content teachers will include a writing component in their instruction so that students explain their thinking regarding a selected topic or question. All teachers will spend one hour each week collaborating on the "Framework for Intentional and Targeted Teaching" either through a PLC or PD and will plan lessons accordingly.

Person Responsible

Bridget Payne

Schedule

On 5/25/2017

Evidence of Completion

Go Math, Social Studies Response books, content area logs

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

Attendance by all certified staff will be expected. This time will be held sacred for PLCs. Teachers will complete one log per PLC team. Learning walks and observations will be done by administration throughout the school year.

Person Responsible

Bridget Payne

Schedule

Weekly, from 10/7/2015 to 5/25/2016

Evidence of Completion

Sign-in sheet will be collected. PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance. They will also provide feedback and documentation via notes and evaluations.

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

Writing Journals, Writing Assessments, and OneClay Writes will be conducted throughout the year to monitor and evaluate students' progress.

Person Responsible

Bridget Payne

Schedule

Weekly, from 10/7/2015 to 5/25/2016

Evidence of Completion

OneClay Writes assessment, Writing Journals, FSA Writing

G2. By the end of the 2016-2017 school year, students will show 75% or higher achievement in Number Sense and Problem Solving on the standardized assessments through the use of the Florida math standards. **1**

 G086114

G2.B1 Teacher familiarity with all of the requirements of the Florida Standards. **2**

 B228783

G2.B1.S1 To provide common planning time for the grade levels to more effectively implement the Florida Standards. **4**

 S241242

Strategy Rationale

More organizational learning and knowledge will transpire through collaboration.

Action Step 1 **5**

During the PLCs, teachers will share ideas of implementation that have worked in their classroom to enhance instruction.

Person Responsible

James McNider

Schedule

Weekly, from 10/27/2016 to 5/25/2017

Evidence of Completion

Learning walks, observations, and PLC minutes/logs.

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

Attendance by all certified staff will be expected. The time will be held sacred for PLCs. Teachers will complete one log per PLC team. Learning walks and observations will be conducted by administration throughout the school year.

Person Responsible

James McNider

Schedule

Weekly, from 10/7/2015 to 5/25/2016

Evidence of Completion

Sign-in sheet will be collected, PLC logs will document focused collaboration around the components of the framework, and admin will provide feedback to PLC groups and provide assistance. Learning walks and observations will be documented on notes and evaluations respectively.

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

PLC logs

Person Responsible

James McNider

Schedule

Weekly, from 10/7/2015 to 5/25/2016

Evidence of Completion

Learning walks, Go Math, Performance Matters, FSA

G3. By the end of the 2016-2017 school year, students will be able to analyze various forms of text and cite evidence to support their knowledge and ideas from the text. Students achievement will Increase to 75% or higher on the Integration of Knowledge reporting category. 1

G086115

G3.B1 Teachers' understanding and effective use of the Making Meaning Curriculum. 2

B228784

G3.B1.S1 PDs/PLCs focused around the SEL and the "Framework for Intentional and Targeted Teaching" will be held weekly. 4

S241243

Strategy Rationale

These PLCs allow time for teachers to collaborate, share experiences, share data, review student work, and plan lessons using the curriculum.

Action Step 1 5

Weekly PLCs/PDs focused around SEL and the "Framework for Intentional and Targeted Teaching" will be held sacred. Teachers will collaborate as they share data and review student work. All teachers will plan lessons accordingly.

Person Responsible

Tracey Kendrick

Schedule

Weekly, from 10/27/2016 to 5/25/2017

Evidence of Completion

Learning walks, Journals, SAT10, Performance Matters, sign-in sheets, PLC forms

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

PLCs will meet three times per month to review grade level data results and collaborate. Attendance by all certified staff will be expected. The time will be held sacred for PLCs. Teachers will complete one log per PLC team. Monthly PDs will be held school-wide to provide guidance on SEL and the Framework for Intentional Teaching. Learning walks and observations will be done by administration throughout the school year.

Person Responsible

Colette Wyant

Schedule

Weekly, from 10/7/2015 to 5/25/2016

Evidence of Completion

Sign-in sheet will be collected, PLC logs will document focused collaboration around the components of the framework, and admin will provide feedback to the PLC groups and provide assistance. Learning walks and observations will be documented on notes and evaluations respectively.

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

Learning walks and observations.

Person Responsible

Colette Wyant

Schedule

Weekly, from 10/7/2015 to 5/25/2016


Evidence of Completion

Reading A to Z, Performance Matters, FSA, Learning walks, Data Notebooks

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.MA1 M321427	Writing Journals, Writing Assessments, and OneClay Writes will be conducted throughout the year to...	Payne, Bridget	10/7/2015	OneClay Writes assessment, Writing Journals, FSA Writing	5/25/2016 weekly
G1.B1.S1.MA1 M321428	Attendance by all certified staff will be expected. This time will be held sacred for PLCs....	Payne, Bridget	10/7/2015	Sign-in sheet will be collected. PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance. They will also provide feedback and documentation via notes and evaluations.	5/25/2016 weekly
G2.B1.S1.MA1 M321430	PLC logs	McNider, James	10/7/2015	Learning walks, Go Math, Performance Matters, FSA	5/25/2016 weekly
G2.B1.S1.MA1 M321431	Attendance by all certified staff will be expected. The time will be held sacred for PLCs. Teachers...	McNider, James	10/7/2015	Sign-in sheet will be collected, PLC logs will document focused collaboration around the components of the framework, and admin will provide feedback to PLC groups and provide assistance. Learning walks and observations will be documented on notes and evaluations respectively.	5/25/2016 weekly
G3.B1.S1.MA1 M321433	Learning walks and observations.	Wyant, Colette	10/7/2015	Reading A to Z, Performance Matters, FSA, Learning walks, Data Notebooks	5/25/2016 weekly
G3.B1.S1.MA1 M321434	PLCs will meet three times per month to review grade level data results and collaborate. Attendance...	Wyant, Colette	10/7/2015	Sign-in sheet will be collected, PLC logs will document focused collaboration around the components of the framework, and admin will provide feedback to the PLC groups and provide assistance. Learning walks and observations will be documented on notes and evaluations respectively.	5/25/2016 weekly
G1.MA1 M321429	Formative assessments as well as local and district student performance data will be discussed at...	Payne, Bridget	10/27/2016	Formative assessments will be developed and implemented by PLCs, student work will be reviewed in PLCs, and both district and school level benchmark data will be analyzed in PLCs. Teachers will track the progress of the students in the lowest quartile in writing.	5/25/2017 weekly
G2.MA1 M321432	PLC logs, 15-16 Learning Target Plans with Beginning, Middle, and End of Year Data	Payne, Bridget	10/27/2016	Learning walks, Data Notebooks, Go Math Assessments, Math Journals, Performance Matters, FSA	5/25/2017 weekly
G3.MA1 M321435	Walk-throughs, observations, and 15-16 Learning Target Plans.	Kendrick, Tracey	10/27/2016	Performance Matters, SAT10, Reading A to Z, evaluations, student conference notes, walk-throughs documented on Edvation.	5/25/2017 weekly
G1.B1.S1.A1 A312224	PLCs or PD focused around the Framework for Intentional Teaching will be held weekly. Writing...	Payne, Bridget	10/27/2016	Learning walks, observations, data, and PLC logs/minutes	5/25/2017 weekly
G1.B1.S1.A2 A312225	Content teachers will include a writing component in their instruction so that students explain...	Payne, Bridget	10/27/2016	Go Math, Social Studies Response books, content area logs	5/25/2017 one-time
G2.B1.S1.A1 A312226	During the PLCs, teachers will share ideas of implementation that have worked in their classroom to...	McNider, James	10/27/2016	Learning walks, observations, and PLC minutes/logs.	5/25/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1  A312227	Weekly PLCs/PDs focused around SEL and the "Framework for Intentional and Targeted Teaching" will...	Kendrick, Tracey	10/27/2016	Learning walks, Journals, SAT10, Performance Matters, sign-in sheets, PLC forms	5/25/2017 weekly

V. Professional Development Opportunities

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

G1. By the end of the 2016-2017 school year, students will utilize effective writing strategies across all content areas to increase student achievement to 70% or better on the FSA writing assessment.

G1.B1 Teachers' skills and knowledge of curriculum

G1.B1.S1 Using Being a Writer Curriculum will help increase teachers' knowledge base.

PD Opportunity 1

PLCs or PD focused around the Framework for Intentional Teaching will be held weekly. Writing teachers at each grade level utilize the Being a Writer curriculum. Teachers will collaborate and plan lessons accordingly.

Facilitator

Administrators

Participants

All teachers

Schedule

Weekly, from 10/27/2016 to 5/25/2017

PD Opportunity 2

Content teachers will include a writing component in their instruction so that students explain their thinking regarding a selected topic or question. All teachers will spend one hour each week collaborating on the "Framework for Intentional and Targeted Teaching" either through a PLC or PD and will plan lessons accordingly.

Facilitator

Administrators

Participants

All teachers

Schedule

On 5/25/2017

G2. By the end of the 2016-2017 school year, students will show 75% or higher achievement in Number Sense and Problem Solving on the standardized assessments through the use of the Florida math standards.

G2.B1 Teacher familiarity with all of the requirements of the Florida Standards.

G2.B1.S1 To provide common planning time for the grade levels to more effectively implement the Florida Standards.

PD Opportunity 1

During the PLCs, teachers will share ideas of implementation that have worked in their classroom to enhance instruction.

Facilitator

McNider, James

Participants

All math teachers

Schedule

Weekly, from 10/27/2016 to 5/25/2017

G3. By the end of the 2016-2017 school year, students will be able to analyze various forms of text and cite evidence to support their knowledge and ideas from the text. Students achievement will Increase to 75% or higher on the Integration of Knowledge reporting category.

G3.B1 Teachers' understanding and effective use of the Making Meaning Curriculum.

G3.B1.S1 PDs/PLCs focused around the SEL and the "Framework for Intentional and Targeted Teaching" will be held weekly.

PD Opportunity 1

Weekly PLCs/PDs focused around SEL and the "Framework for Intentional and Targeted Teaching" will be held sacred. Teachers will collaborate as they share data and review student work. All teachers will plan lessons accordingly.

Facilitator

Tracey Kendrick

Participants

All ELA teachers

Schedule

Weekly, from 10/27/2016 to 5/25/2017

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	PLCs or PD focused around the Framework for Intentional Teaching will be held weekly. Writing teachers at each grade level utilize the Being a Writer curriculum. Teachers will collaborate and plan lessons accordingly.	\$0.00
2	G1.B1.S1.A2	Content teachers will include a writing component in their instruction so that students explain their thinking regarding a selected topic or question. All teachers will spend one hour each week collaborating on the "Framework for Intentional and Targeted Teaching" either through a PLC or PD and will plan lessons accordingly.	\$0.00
3	G2.B1.S1.A1	During the PLCs, teachers will share ideas of implementation that have worked in their classroom to enhance instruction.	\$0.00
4	G3.B1.S1.A1	Weekly PLCs/PDs focused around SEL and the "Framework for Intentional and Targeted Teaching" will be held sacred. Teachers will collaborate as they share data and review student work. All teachers will plan lessons accordingly.	\$0.00
Total:			\$0.00