

Oceanway Elementary School



2016-17 Schoolwide Improvement Plan

Oceanway Elementary School

12555 GILLESPIE AVE, Jacksonville, FL 32218

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

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	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	F	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

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>.

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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 Oceanway 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.

To provide educational excellence in every school, in every classroom, for every student, every day.

b. Provide the school's vision statement.

Every student is inspired and prepared for success in college or a career, and life.

2. School Environment

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

Oceanway Elementary has a number of ways that we celebrate the various cultures and create relationships with our students. Teachers build relationships by getting to know individual students. They conduct individual student conferences where they learn about the students learning styles, book preferences, and set academic goals. Students track their goals in their data notebooks. We celebrate students individual successes through the school wide "I Got Caught" program. This program celebrates a student when they have done a good deed. The student gets recognized by their teacher and then sent to the office, where they receive a sticker and their name is entered into a drawing for a gift card. Another way of building relationships between students and teachers is through our Student of the Month observation. Each month a student is recognized in every class. The teacher has the student write about themselves and share with the class.

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

Oceanway Elementary has a safe and secure campus. The building is fully in-closed, allowing no outside access to classrooms. Before school, Pre-K through 2nd grade students enter the building and sit outside their hallway or at a designated site in a hallway on the first floor. 3rd-6th grade students enter and go directly to the cafeteria for breakfast. There are school monitors on duty in every hallway to monitor student behavior and help students. During school, students are taught Second Step lessons that help them deal with emotions, positive behaviors, bullying, and dealing with tough situations effectively. Students attend an assembly with an administrator at the beginning of the year and again after winter break where they discuss school rules and the student code of conduct. During the assembly, we discuss rewards and consequences that are associated with following or breaking the rules. Students also receive lessons from the school guidance counselor. These lessons help create a positive school environment. After school, students are escorted to their dismissal locations. Each dismissal location has teachers from every grade level present to help students get home safely. All teachers are on duty during dismissal in order to provide a safe and smooth transition from school.

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.

Oceanway Elementary uses CHAMPs in every classroom to ensure students are aware of expectations. In addition, there is a school-wide behavior system that is in place in all classrooms.

The system is modified for primary and intermediate grade levels to address the developmental need of students. At the start of each school year, students attend an assembly on the student code of conduct and school rules. Teachers and parents have access to the Code of Conduct online, so that they may read and understand the rules and consequences. Oceanway Elementary also has a cafeteria incentive program based on following CHAMPS expectations during lunch. Students in each class have the opportunity to earn points for positive class behavior in the cafeteria. After every 20 points a class earns, a reward is given. The reward differs based on the total amount of points earned throughout the year.

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.

Oceanway Elementary has a full time school counselor. The school counselor pulls small groups of students to work on social-emotional lessons as needed. In addition, the school counselor visits every classroom to conduct lessons on emotions. Students can also be referred to the counselor on an individual need basis. Throughout the year, as students are identified as needing Tier II or III behavior intervention, they are assigned a mentor and a personal behavior plan is created to address their needs. As students meet their personal behavior goals, they are rewarded.

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.

Oceanway Elementary School identifies students that have frequent absences (in excess of 5) each month. If a student is absent for 2 consecutive days, the classroom teacher calls home to check on the student. After 3 consecutive days absent, the school counselor calls home. If a student is excessively absent, the parents will have to attend an Attendance Intervention Meeting. At this meeting, the parents meet with a truancy officer and members of the school to create a positive attendance plan. Oceanway Elementary assigns adult mentors to students with excessive discipline issues. This adult checks in with the student frequently to help them become more accountable. In addition, these students meet with the School Counselor for behavior groups. Classroom teachers, reading and math coaches and reading and math interventionists work with students in small groups to address academic deficiencies. Data chats are held regularly with teachers to track students progress and identify students in need of Tier II or Tier III instruction.

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	2	34	37	24	27	21	0	0	0	0	0	0	0	145
One or more suspensions	0	1	2	2	3	2	0	0	0	0	0	0	0	10
Course failure in ELA or Math	12	13	7	15	1	2	0	0	0	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	37	68	44	0	0	0	0	0	0	0	149

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	33	47	44	35	50	39	0	0	0	0	0	0	0	248

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

Our goal is early identification of students who exhibit early warning indicators to provide tiered levels of support and additional resources that will allow them to have an equal opportunity to achieve academically. Administrators, teachers and coaches will meet together weekly to monitor student data and track progress of individual students toward mastery of targeted skills. Based on student data, teachers will create center activities to enhance student proficiency. Weekly assessments will be given to monitor student success and assist in planning for future instruction. Classroom teachers, reading and math coaches and reading and math interventionists will work with students in small groups to address academic deficiencies.

In an effort to increase the number of students attending school daily, the school counselor will track and provide weekly incentives for students with perfect attendance. In addition, the Attendance Intervention team will schedule monthly meetings to assist parents in developing a consistent attendance policy for students who chronically miss instructional days.

The PBIS team will implement incentives for positive behavior such as Student of the Month, Positive Referrals, and a school-wide focus on leadership characteristics to recognize students who consistently follow school rules and show leadership qualities.

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?

Yes

1. PIP Link

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

2. Description

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.

As the neighborhood school for the Oceanway community on the Northside, we play an active role in the surrounding community and work to build partnerships with faith-based entities as well as local businesses. We have a renewed focus on getting parents and community members to serve as volunteers for the school and the students. These volunteers help in and out of the classroom as well as help to host events such as flag raisings and holiday celebrations. The new administration at the school has also worked hard this summer to visit local businesses to build relationships and support for the school. By doing so, we have been fortunate to build additional faith based partnerships who are willing to support some of our initiatives through school supply drives and community functions to increase

parental involvement. This will be a continued area of focus for the school so that we are able to secure resources for student achievement.

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
Hinkley, Michelle	Principal
Heath, Brandi	Other
Johnson, Keith	Instructional Coach
Mathisen, Brenda	Instructional Coach
Forcine-Mobley, Tyra	Assistant Principal
Sommers, Sherry	School Counselor

b. Duties

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

Michelle Hinkley, Principal: Provides a common vision for the use of data-based decision making, ensure that the teachers are implementing the curriculum with fidelity, manages school schedules to use support staff effectively, ensures that the shared decision making process is used effectively, communicates with parents in order to gain a partnership between school and home.

Tyra Forcine-Mobley, Assistant Principal: Provide a common vision for the use of data-based decision making, ensures that the teachers are implementing the curriculum with fidelity, manages school schedules to use support staff effectively, ensures that the shared decision making process is used effectively, communicates with parents in order to gain a partnership between school and home.

Branda Mathisen, Reading Coach: Provides K-5 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier I, Tier II and Tier III intervention. Provides assistance to teachers through modeling and implementation of CORE Reading lessons, Blended Learning, Rotations...with validity.

Keith Johnson, Math Coach: Provides K-5 math plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier I, Tier II and Tier III intervention. Provides assistance to teachers through modeling and implementation of CORE Math lessons, Blended Learning, Rotations...with validity.

Brandi Heath, Reading Interventionist: Identifies and analyzes existing literature on scientifically based curriculum behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identifies appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis,; participates in the design and delivery of professional

development; and provides support for assessment and implementation.

Brandi Heath, Reading Interventionist: Identifies and analyzes existing literature on scientifically based curriculum behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identifies appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis;; participates in the design and delivery of professional development; and provides support for assessment and implementation.

Lauren Coutu, Reading Interventionist: Identifies and analyzes existing literature on scientifically based curriculum behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identifies appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis;; participates in the design and delivery of professional development; and provides support for assessment and implementation.

Clinton Weinberg, Math Interventionist: Identifies and analyzes existing literature on scientifically based curriculum behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identifies appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis;; participates in the design and delivery of professional development; and provides support for assessment and implementation.

Rtl Facilitator/School Counselor (Sherry Sommers): Liaison for implementation of MTSS at the school level which includes feedback to the Leadership Team, presentations to the faculty, work with school-based coaches, and work with small collaborative groups of teachers, and provide direct intervention services and support to students identified as needing Tier II or Tier III intervention services.

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.

The school-based leadership team responsible for the MTSS process meets monthly to look at student data and make decisions on the Rtl process. Teachers submit the names of students in need of addition layers of support to the Rtl team for discussion. Student data is presented to the team and if data supports the need for addiitonal interventions, the student will proceed to Tier II. Each teacher has 30 minutes of Rtl intervention time built into their daily schedules in order to address indiidual student needs and deficienices. Every month the Rtl team monitors the data of all Tier II students to track progress. After 6 weeks in Tier II, the team meets with teachers to discuss the intervention and progress. If no progress is seen, we move students to Rtl Tier III services.

This year Oceanway Elementary School is taking part in the Community Eligibility Option which allows for every student in our school to receive free breakfast and lunch everyday. With our Title I money, we were able to purchase additional supports for our school. This included a reading interventionist, a math interventionist and a full-time media speciaalist. All of these additional resources in our school will be used to help our students meet and exceed the standards. With the money we received for parent involvement, we have purchased a wide range of parent check-out

materials and supplies that will be used to strengthen our parent involvement room. This will allow our school to make a stronger connection between the school and home. Parents were invited out to our annual Title I meeting and we had over 300 parents attend. Additional Title I nights have been planned. We will be providing parents with some light refreshments and door prizes in attempt to increase involvement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michelle Hinkley	Principal
April Redmond	Parent
Michelle Drury	Education Support Employee
Krista Higginbotham	Parent
Theresa Scarborough	Education Support Employee
Janet Vaine	Teacher
Stephanie Holt	Parent
Lisa Lewis	Teacher
Brittany Fields	Parent
Tammy Karstens	Parent

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 School Advisory Council reviews the school improvement plan each meeting and provides feedback to the school's leadership and staff. They suggest additional strategies or discuss the progress made on the school's goals. In addition, the SAC participates in the Mid-Year Review in which the committee discusses the progress of the students. At the end of the year, the SAC reviews the School Improvement Plan to note the progress made toward goals as well as set new goals for the upcoming year

b. Development of this school improvement plan

The School Advisory Council reviews school performance data and determines the causes of low performance. The School Advisory Council advises the school on the School Improvement Plan and looks at each component during the scheduled meetings. Prior to submission, the SAC is provided with a draft of the plan and asked for input.

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

The School Advisory Council reviews the budget that has been recommended by the Shared Decision Making team and school administration. They look at the school's goals and then determine if there are priorities that need to be addressed in addition to the recommendations.

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

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
		Other
Hinkley, Michelle		Principal
Mathisen, Brenda		Instructional Coach
Heath, Brandi		Teacher, K-12

b. Duties

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

The major initiatives of the LLT is to support new and veteran teachers while planning and implementing strategies to improve students' performance in reading. The LLT implements literacy based events throughout the year that engage the parents and the community. Each year, Oceanway Elementary hosts a Read-a-Thon. The Read-a-Thon brings dozens of parents and community members into the school. During the Read-a-Thon, volunteers visit several classrooms and read to the students. Other literacy events include:

- 25 Book Challenge
- School Book Fair
- Literary Character Book Parade in October
- Literacy Night
- Literacy Week activities
- "Doughnuts for Dad" reading event
- "Muffins for Moms" reading event
- National Poetry Month – teachers read a daily poem in class, school-wide student poetry contest

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.

Administration at Oceanway Elementary continuously encourages positive relations among all staff members as well as provides opportunities for collaborative planning. Shared values have been created by all staff for the 2016-2017 school year. As a school, everyone has agreed to make school relevant and engaging for students by focusing on positive reinforcements. Teachers and staff will collaborate and

contribute to the overall success of the school by providing rigorous instruction and engaging activities for all students. In addition to encouraging a positive culture, administration has afforded teachers opportunities to collaborate with their grade level peers, coaches and administration weekly during common planning. The reading and math coaches are resources for all teachers and provide support based on the needs of teachers and students.

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

In an effort to recruit highly qualified teachers, our Professional Development Facilitator (PDF) meets monthly with new teachers to monitor their progress on their MINT portfolio, answer questions and assess needs. The Principal and Assistant Principal also use the districts application system to review candidate information in order to select highly qualified candidates. In order to retain our highly qualified teachers, we have worked to create a positive school culture. Every new teacher receives a mentor to help them adapt to the school and assist in developing the teacher. All teachers meet weekly with their grade levels for common planning time. This helps teachers to work together to build lesson plans and assessments. Each teacher is a member of a professional learning community (PLC) where they work together to support a specific content area. We have a well developed Sunshine Committee that plans and implements many school wide events to build camaraderie.

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

Each of our new teachers is assigned a mentor that has been through the Clinical Education Training (CET) program. These mentors assist new teachers in the completion of the Teacher Induction Program through Duval County. The mentors and mentees have regular meetings with the PDF.

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 school's leadership team works with the teachers on a regular basis to ensure that core instructional programs and materials are aligned to Florida's standards. Through common planning times and professional learning communities, teachers work together to unpack the standards and utilize the district's curriculum guide in order to design their lessons. The teachers also share student work and analyze data to determine that students are meeting the standards. By utilizing the test specifications for each grade level and subject area, teachers can determine the content limits, clarifications, and distractor attributes for each benchmark.

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 from a variety of sources, including informal and formal assessments. At the beginning of the year, teachers administer assessments such as FLKRS, DRA, DAR, and i-Ready to determine where students are currently performing. In addition, teachers administer interest inventories, surveys, and take anecdotal notes. Based upon all this data, the teachers design lessons and center activities that meet each student's needs. The leadership team also reviews data to work with teachers in order to design lessons that meet students' needs. When students are struggling with Tier 1 core instruction, the teachers meet with students in small group and/or individual conferences to provide remediation. When that isn't successful, teachers work together in Collaborative Problem Solving Teams to determine if they need tier three interventions. ESE teachers and interventionists push into classrooms to help both ESE students as well as other students who may be struggling in a particular area.

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:

Students are provided extra assistance for homework and support for remediation.

Strategy Rationale

Oceanway Elementary has more than half of the student population non-proficient in reading. Students will work in small groups with teachers and support personnel to implement reading interventions and build individual reading stamina.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hinkley, Michelle, simrellm@duvalschools.org

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

iReady Reading and Math scores, CGA scores, DAR reading levels.

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.

In the spring of 2017, Oceanway Elementary school will host a pre-orientation for neighborhood preschool aged children who will be kindergartners in the 2016-2017 school year. The pre-orientation will include a brief overview of curriculum, a tour of the school, and suggested ideas for parents to work on with their student during the summer. This will be the kick off for kindergarten registration.

All incoming Kindergarten students are assessed at the time of registration and at the start of the school year in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Language and Literacy, Mathematics, Social and Personal Skills, Science, Physical Development and Fitness, and Creative Arts

Screening data will be collected using FLKRS and aggregated prior to October 2016. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond the core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice for all academic and/or social emotional skills identified by screening data. Instruction will be delivered through the use of the workshop models and best practice. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and to determine the need for changes in the instructional/intervention programs.

In the spring of 2017, Oceanway Elementary school will send our fifth grade students to Oceanway

Middle School for pre-orientation for the 2017-2018 school year. Coordinated with the middle school, the pre-orientation includes a brief overview of curriculum and school policies, a tour of the school, and guidance on submitting their schedule desires.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Oceanway Elementary is focused on developing the whole child including engaging students, increasing student ownership and building critical relationships then academic achievement will increase.
- G2.** If Oceanway Elementary implements targeted, intentional interventions in addition to daily differentiated instruction for identified students in the areas of reading and math who are performing below grade level, then we will see growth in our bottom quartile resulting in academic achievement.

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. If Oceanway Elementary is focused on developing the whole child including engaging students, increasing student ownership and building critical relationships then academic achievement will increase.

1a

G086471

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	
FSA ELA Achievement	50.0
FSA Mathematics Achievement	60.0
School Climate Survey - Student	

Targeted Barriers to Achieving the Goal 3

- Professional Development

Resources Available to Help Reduce or Eliminate the Barriers 2

- Agendas & Meeting Norms
- IIT
- Book study
- Faculty Meetings
- On-going staff development
- On-going communication from PBIS Team, PLC meetings

Plan to Monitor Progress Toward G1. 8

Monitoring of Discipline Referrals

Person Responsible

Tyra Forcine-Mobley

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Early Release/Faculty Meeting Agendas

Plan to Monitor Progress Toward G1. 8

Increase in number of positive adult-student interactions

Person Responsible

Tyra Forcine-Mobley

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PBIS Data

G2. If Oceanway Elementary implements targeted, intentional interventions in addition to daily differentiated instruction for identified students in the areas of reading and math who are performing below grade level, then we will see growth in our bottom quartile resulting in academic achievement. 1a

G086472

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	60.0
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of strategies to implement with low performing students
- Knowledge of resource alignment to student deficiencies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development
- Monitoring & Classroom Walkthroughs
- School Created Resource Alignment Map
- Professional Development/Monitoring
- Classroom data

Plan to Monitor Progress Toward G2. 8

We will review student achievement data from multiple sources to ensure student progress being made.

Person Responsible

Michelle Hinkley

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Student data tracking forms, i-Ready and Achieve 3000 data reports, lesson plans with targeted student groups based on data, Rtl documentation

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. If Oceanway Elementary is focused on developing the whole child including engaging students, increasing student ownership and building critical relationships then academic achievement will increase. **1**

 **G086471**

G1.B2 Professional Development **2**

 **B229776**

G1.B2.S1 Book Study **4**

 **S242419**

Strategy Rationale

To increase teacher pedagogy

Action Step 1 **5**

Faculty will participate in a book study

Person Responsible

Tyra Forcine-Mobley

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

PLC agenda and minutes, Classroom observations focused on supportive environment

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

Classroom Walkthroughs

Person Responsible

Michelle Hinkley

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher Feedback/Monitoring forms

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

Informal and Formal Observations

Person Responsible

Michelle Hinkley

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

CAST Rubric and Next Steps

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

Faculty/Staff Exit Tickets

Person Responsible

Tyra Forcine-Mobley

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Exit Ticket Results

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

Classroom Walkthroughs

Person Responsible

Michelle Hinkley

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher Feedback/Monitoring Forms

G2. If Oceanway Elementary implements targeted, intentional interventions in addition to daily differentiated instruction for identified students in the areas of reading and math who are performing below grade level, then we will see growth in our bottom quartile resulting in academic achievement. 1

G086472

G2.B1 Lack of knowledge of strategies to implement with low performing students 2

B229781

G2.B1.S2 Weekly common planning 4

S242426

Strategy Rationale

To increase teacher pedagogy

Action Step 1 5

Teachers will be engaged in weekly common planning with academic coaches and administrators to develop strategies for working with low performing students.

Person Responsible

Brenda Mathisen

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Common planning agendas and minutes, lesson plans with evidence of differentiation, data of bottom quartile students

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Classroom Walkthroughs

Person Responsible

Tyra Forcine-Mobley

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Classroom feedback forms

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Informal and Formal Observations

Person Responsible

Tyra Forcine-Mobley

Schedule

Semiannually, from 9/5/2016 to 6/2/2017

Evidence of Completion

CAST next steps, classroom feedback forms

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitoring of school, classroom and student data

Person Responsible

Michelle Hinkley

Schedule

Quarterly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Data chat forms, administrator data notebook, student data tracking forms

G2.B4 Knowledge of resource alignment to student deficiencies 2

 B229784

G2.B4.S1 Weekly common planning 4

 S242431

Strategy Rationale

Meet weekly with teachers, administration and coaches to choose resources that align with grade level standards and/or student deficiencies.

Action Step 1 5

We will meet weekly as a team to ensure alignment of resources with standards and/or student deficiencies.

Person Responsible

Keith Johnson

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Common planning agendas, small group lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administration will conduct weekly lesson plan checks to monitor implementation of data driven instruction.

Person Responsible

Tyra Forcine-Mobley

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson plans, data differentiated center activities, student data

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Weekly administration meetings to discuss next steps based on lesson plans and observations

Person Responsible

Michelle Hinkley







Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Agendas from leadership meetings

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.MA1  M324065	Monitoring of Discipline Referrals	Forcine-Mobley, Tyra	8/8/2016	Early Release/Faculty Meeting Agendas	6/2/2017 monthly
G1.MA2  M324066	Increase in number of positive adult-student interactions	Forcine-Mobley, Tyra	8/15/2016	PBIS Data	6/2/2017 quarterly
G2.MA1  M324076	We will review student achievement data from multiple sources to ensure student progress being...	Hinkley, Michelle	8/22/2016	Student data tracking forms, i-Ready and Achieve 3000 data reports, lesson plans with targeted student groups based on data, Rtl documentation	6/2/2017 quarterly
G1.B2.S1.MA1  M324057	Faculty/Staff Exit Tickets	Forcine-Mobley, Tyra	8/8/2016	Exit Ticket Results	6/2/2017 monthly
G1.B2.S1.MA3  M324058	Classroom Walkthroughs	Hinkley, Michelle	8/15/2016	Teacher Feedback/Monitoring Forms	6/2/2017 weekly
G1.B2.S1.MA1  M324059	Classroom Walkthroughs	Hinkley, Michelle	8/15/2016	Teacher Feedback/Monitoring forms	6/2/2017 weekly
G1.B2.S1.MA4  M324060	Informal and Formal Observations	Hinkley, Michelle	8/15/2016	CAST Rubric and Next Steps	6/2/2017 semiannually
G1.B2.S1.A1  A313755	Faculty will participate in a book study	Forcine-Mobley, Tyra	8/8/2016	PLC agenda and minutes, Classroom observations focused on supportive environment	6/2/2017 monthly
G2.B4.S1.MA1  M324074	Weekly administration meetings to discuss next steps based on lesson plans and observations	Hinkley, Michelle	8/22/2016	Agendas from leadership meetings	6/2/2017 weekly
G2.B4.S1.MA1  M324075	Administration will conduct weekly lesson plan checks to monitor implementation of data driven...	Forcine-Mobley, Tyra	8/22/2016	Lesson plans, data differentiated center activities, student data	6/2/2017 weekly
G2.B4.S1.A1  A313762	We will meet weekly as a team to ensure alignment of resources with standards and/or student...	Johnson, Keith	8/22/2016	Common planning agendas, small group lesson plans	6/2/2017 weekly
G2.B1.S2.MA1  M324067	Monitoring of school, classroom and student data	Hinkley, Michelle	8/22/2016	Data chat forms, administrator data notebook, student data tracking forms	6/2/2017 quarterly
G2.B1.S2.MA1  M324068	Classroom Walkthroughs	Forcine-Mobley, Tyra	9/5/2016	Classroom feedback forms	6/2/2017 weekly
G2.B1.S2.MA2  M324069	Informal and Formal Observations	Forcine-Mobley, Tyra	9/5/2016	CAST next steps, classroom feedback forms	6/2/2017 semiannually
G2.B1.S2.A1  A313758	Teachers will be engaged in weekly common planning with academic coaches and administrators to...	Mathisen, Brenda	8/22/2016	Common planning agendas and minutes, lesson plans with evidence of differentiation, data of bottom quartile students	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. If Oceanway Elementary is focused on developing the whole child including engaging students, increasing student ownership and building critical relationships then academic achievement will increase.

G1.B2 Professional Development

G1.B2.S1 Book Study

PD Opportunity 1

Faculty will participate in a book study

Facilitator

Assistant Principal & Reading Coach

Participants

All faculty & staff

Schedule

Monthly, from 8/8/2016 to 6/2/2017

G2. If Oceanway Elementary implements targeted, intentional interventions in addition to daily differentiated instruction for identified students in the areas of reading and math who are performing below grade level, then we will see growth in our bottom quartile resulting in academic achievement.

G2.B1 Lack of knowledge of strategies to implement with low performing students

G2.B1.S2 Weekly common planning

PD Opportunity 1

Teachers will be engaged in weekly common planning with academic coaches and administrators to develop strategies for working with low performing students.

Facilitator

Academic Coaches

Participants

All teachers

Schedule

Weekly, from 8/22/2016 to 6/2/2017