

Duval County Public Schools

Ortega Elementary School



2016-17 Schoolwide Improvement Plan

Ortega Elementary School

4010 BALTIC ST, Jacksonville, FL 32210

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

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 KG-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	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 Ortega 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.

Ortega Museum Magnet partners with area museums to provide hands-on, minds-on learning experiences for students to examine their world, explore their strengths and exhibit their knowledge.

b. Provide the school's vision statement.

Be a learning community where highly qualified staff, committed students, supportive families, and a community of partnerships work together to create a positive school culture meeting the needs of the 21st century student.

2. School Environment

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

The school learns about students' cultures and builds relationships by utilizing the student climate survey administered at the end of each school year. The teachers also provide students with interest surveys at the beginning of each school year. The information from these interest surveys help teachers build a rapport with their students. Positive behavior is also recognized by teachers through a variety of activities and incentives for individuals, groups, or whole class, such as classroom tickets, treasure chest, lunch bunch, and visual representations. Our PBIS team has created a new school wide positive behavior system which allows classes to earn medallions based on their location, which are then showcased on a large board (football field) in the main hallway. Students are rewarded once they get a "touchdown". Each class then starts over as they acquire a "touchdown". This creates a friendly competition amongst classes and grade levels.

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

Ortega creates a school environment to help students feel safe by implementing a variety of strategies such as CHAMPS expectations for the hall, restrooms, cafeteria, auditorium, and playground, which are taught, posted and monitored. This year, a new system has been implemented to ensure that all students are arriving and leaving in an orderly manner. In the morning, students walk in a line by bus with a Patrol leading them to their designated location (Cafeteria or Auditorium). In the afternoons, students are dismissed by bus with a line leader carrying a stick to signify the bus. Students are to remain in line as they walk to their bus. There are patrols and adults placed strategically around the campus to ensure the flow of students is orderly. A "Red Bag" system has been implemented as well. This bag goes with classes everywhere they go as it contains important emergency information such as class rosters, students with medication needs, evacuation plans, etc. Drills will be carried out throughout the year to ensure all parties involved know and understand their role. All students are tagged on the first day of school with either a bus tag indicating their bus number or an assigned car number to ensure an accurate dismissal process. We have also organized a Student Council for students in Kindergarten through fifth grade. The club has a faculty sponsor and has carried out elections. These students will participate in a variety of activities however, their primary role is to be a voice for their peers.

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.

Our school wide behavioral system is in place to ensure student engagement is maximized and ensures students feel safe in and around the school campus. First and foremost our students are trained on the Code of Conduct the first week of school. They are reminded about the expectations during our quarterly "Principal Chats". Teachers are also trained on the Code of Conduct during preplanning and are tasked with enforcing and using the language from the Code of Conduct to maintain consistency. Our students are also expected to follow the Ortega Guidelines for Success and the CHAMPS expectations which are strategically posted around the school. Students are recognized for exhibiting the school character traits during the monthly Flag Raising ceremonies. These character traits are built around our Guidelines for Success. Individual students can also be recognized via a positive referral when caught doing something good. Our PBIS team has created a new school wide positive behavior system which allows classes to earn medallions based on their location, which are then showcased on a large board (football field) in the main hallway. Students are rewarded once they get a "touchdown". Each class then starts over as they acquire a "touchdown". This creates a friendly competition amongst classes and grade levels. As classes earn a "touchdown" it is broadcasted on our Morning Show with the Ortega News Crew and the Principal. The resource teachers have also begun rewarding students for exceptional behavior during resource class. In PE, the class with the best participation and behavior for the month is awarded the Golden Sneaker Award and six students are selected each month for outstanding behavior during music. These, too, are announced at Flag Raising Ceremonies each month. Our Foundations team meets monthly to discuss whether or not changes need to be made and how to best move forward.

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

The school ensures the social and emotional needs are met with each and every student through a variety of ways. Our full time guidance counselor not only has an open door policy but also has a system in place where students can "sign up for an appointment". Our Guidance Counselor also conducts classroom guidance lessons with all students on topics ranging from how to make friends to dealing with a bully. Teachers also enforce the skills by incorporating the Second Step Bully Prevention Program into their everyday curriculum. Most recently we have created the "VIPs", where students who have had a history of either behavior, social, or emotional concerns, have been paired up with a mentor, which is another adult within the school who they do not normally make contact with daily. This will provide the student with another adult in which they can count on daily. The "VIPs" were developed based on student climate survey data.

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.

AIT meetings are scheduled on a monthly basis to conference with parents in reference to the attendance concern and the correlation to their child's academic achievement

Include attendance reports during Rtl meetings to keep parents abreast

School-wide Positive Behavior System provides class incentives on a continuous basis. Also, each class has a behavior system designed to meet the needs of their class. All plans provide students

with the opportunity to move in a positive direction throughout the day.

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	7	7	8	5	8	3	0	0	0	0	0	0	0	38
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	2	23	19	0	0	0	0	0	0	0	44

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.

Students have been assigned school-based mentors to provide encouragement and assistance when needed.

Parent Academic Nights are held to assist parents in aligning the strategies for home learning with those taught in school.

Teachers meet with students during small groups to ensure individual needs are being met.

Additional Blended Learning opportunities are available. Principal Chats are done quarterly to ensure students are aware of their achievement and expected goal. Incentives are provided, as well.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/310243>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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 a museum magnet school, we have worked hard to create partnerships with local museums that support and help to sustain the museum magnet program. A few of the partnerships include The Museum of Science and History (MOSH), Museum of Contemporary Art (MOCA), Cummer Museum of Arts and Garden, The St. Augustine Lighthouse and the Smithsonian Institute in Washington DC. The museums and our faculty have collaborated in order to provide meaningful field trips to classrooms outside the school. Some of the stakeholders not only provide learning opportunities for the students, but professional development for our teachers as well. Our school also recognizes faith based partnerships such as our longstanding relationship with St. Marks Episcopal School and Church. They provide opportunities for our students to participate in their after school chorister program as well as serve as reading buddies to our kindergarten students. The Riverside Rotary, our local chapter, continues to partner with our school to provide dictionaries to all of our third graders, campus clean up events, and participation on the School Advisory Committee.

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
Maxwell Rivers, Chiquita	Principal
Carter, Cassandra	School Counselor
Hayes, Edith	Instructional Coach
Smith, Nichelle	Assistant Principal

b. Duties

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

The Leadership team meets weekly to discuss school wide practices observed through walkthroughs and observations to ensure systems are in place that improve student achievement. All classes are monitored weekly and are provided with follow up as needed. The leadership team participates in scheduled weekly grade level planning sessions to assist with collaborative planning and the creation of assessments. Based on these observations, planning sessions and student data, professional development is determined. Members of the leadership team stay abreast of current best practices and continually research materials that will enhance instruction.

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 leadership team utilizes teacher, student and parent survey results from the previous year to determine areas in need of improvement. This information in conjunction with formal and informal observations and walkthroughs help provide an academic focus while maintaining a positive culture.

Based on this information, the leadership team then determines how to best utilize district funds such as SAI dollars, in order to provide resource and personnel that are aligned to the school's goals. Beginning in January, an after school tutoring program will be implemented that targets students in the lower quartile in reading and math. The leadership team also collaborates with the School Advisory Committee in order to create the Mid-Year Stakeholders Report.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Chiquita Rivers	Principal
Gail Hadden	Teacher
Susie Moore	Business/Community
Susan Geiger	Parent
Ken Davis	Business/Community
Andrea Curry	Parent
Elena Moxon	Parent
Brittany Wilson	Parent
Natalie Scott	Education Support Employee

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 Committee reviews the strategies and progress of last year's plan in order to help provide input into the current school improvement plan. They also are provided the opportunity to participate in the mid-year review, which will take place in January 2017.

b. Development of this school improvement plan

The SAC Committee has input into the School Improvement Plan at the first SAC meeting. The SAC is also responsible for reviewing the plan at mid-year as well as at the end of the year in order to provide suggestions for improvement. SAC will continue to be kept abreast of student data at each meeting and be given an opportunity to provide input and direction where applicable.

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

The School Advisory Committee reviews the budget that is recommended by the Shared Decision Making team. The Committee also reviews the schools goals and progress in order to determine how SAC funds can best be utilized.

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

\$1,095.68 Big Bare Books and \$207.60 on 1st grade planners.

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
Maxwell Rivers, Chiquita	Principal
Smith, Nichelle	Assistant Principal
Hayes, Edith	Instructional Coach
Carter, Cassandra	School Counselor

b. Duties

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

The Literacy Leadership Team will focus on:

- * Response to Intervention
- * Actively participate in the Superintendent's 25 Book Challenge
- * Create and participate in a variety of literacy activities for Literacy Week
- * Ensure the district provided curriculum, Duval Reads, is used with fidelity
- * Classroom observations
- * Conducting vertical articulation meetings
- * Curriculum Alignment (ensuring teaching aligns to standards and student needs)
- * Analysis of data and student work
- * Examining FSA Specifications to ensure a high level of rigor and complexity.

The Literacy Leadership Team are also members of the School Based Literacy Committee, which meets monthly, to help organize reading events such as Parent Literacy Night, Reading Celebration Week, Dudes Do Read, and the School Wide Book Fair.

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.

Teachers are provided with a variety of collaborative opportunities to plan together. Schedules ensure that teachers have three days of common planning time each week. One of these days, teachers meet with administrators and the Instructional Coach to review data, student work and ensure the curriculum provided by the district is being taught with fidelity so that our children are receiving a rigorous education. Teachers also participate on subject based committees on a monthly basis to assist with planning parent academic nights, reviewing the school improvement plan, determining additional professional development needs and/or participating in professional book studies.

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

- District Provided Professional Development
- Monthly New Teacher Meetings
- Assigning new teachers an experienced mentor/ buddy

- Create a “family” environment
- Professional Development Workshops

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

At this time we do not have any new teachers. However, we pair our new teachers with seasoned teachers.

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 leadership team ensures the school's core instructional programs and materials that are provided by the district, are aligned to the Florida Standards by collaborating with the grade level teams to look at the standards, the test item specifications and the assessments and make adjustments as needed. This is done during grade level meetings and Early Dismissal training. Additional resources are purchased as needed to support the instructional programs.

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, DAR, I-Ready, and Achieves 3000 to determine where students are currently performing. Based upon all of this data, the teachers design small group center rotations that meet the needs of individual students. During grade level meetings, the leadership team reviews the current data and assists teachers in developing lessons that meet the needs of all students. When students are struggling with meeting the benchmark expectations, the teachers plan for small group or individualized instruction in order to provide Tier 2 and Tier 3 interventions.

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: 179

The students who are enrolled in extended day have the benefit of receiving homework assistance as well as additional time on the computer to utilize programs such as i Ready and Achieves 3000.

Strategy Rationale

To provide additional time/ assistance for students of working parents.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Smith, Nichelle, smithn5@duvalschools.org

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

The Leadership team pulls school wide data and monitors the usage, progress and areas for concern. Teachers also have the ability to pull reports and monitor student progress.

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.

Ortega Elementary pre-screens all incoming kindergarten children to assess basic reading and math skills. The school holds an Orientation prior to school beginning to allow parents and children an opportunity to become acclimated with the environment in an elementary school setting. There are also magnet tours held each year so that parents and their students can have the opportunity to walk the campus. These tours are offered numerous times in the month of January and February and include day and evening times in order to better accommodate working parents. The district tours are also beneficial for our fifth grade students to tour middle schools in order to make the best selection possible. Our fifth graders are also invited to nearby middle schools for a short tour of their neighborhood middle school.

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.

N/A

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.

N/A

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 we increase the number of touchdowns (positive behaviors) quarterly, then student achievement will increase due to students being on task.
- G2.** Student achievement in ELA, Math and Science will increase by 10% on the State Assessment.

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 we increase the number of touchdowns (positive behaviors) quarterly, then student achievement will increase due to students being on task. 1a

G086478

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	0.25

Targeted Barriers to Achieving the Goal 3

- Running out of medallions to add to the Touchdown board

Resources Available to Help Reduce or Eliminate the Barriers 2

- Touchdown board
- Training on behavior system

Plan to Monitor Progress Toward G1. 8

The total number of Touchdowns will be charted and reviewed quarterly

Person Responsible

Nichelle Smith

Schedule

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

Evidence of Completion

Touchdown charts will be completed quarterly

G2. Student achievement in ELA, Math and Science will increase by 10% on the State Assessment. 1a

G086479

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0
FSA ELA Achievement	52.0
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of background knowledge with new curriculum and formation of data-based small group tasks

Resources Available to Help Reduce or Eliminate the Barriers 2

- - Master Schedule to allow for more common planning - Curriculum Guides/ Teacher's Editions - Professional Development Videos found on Blackboard - Template/ protocol for planning - District support staff (math,science and reading coaches)

Plan to Monitor Progress Toward G2. 8

The leadership team will conduct walk throughs, CAST observations, and participate in conversations with students.

Person Responsible

Chiquita Maxwell Rivers

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Walk through forms and CAST observation forms with feedback

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 we increase the number of touchdowns (positive behaviors) quarterly, then student achievement will increase due to students being on task. **1**

 G086478

G1.B1 Running out of medallions to add to the Touchdown board **2**

 B229803

G1.B1.S1 After receiving a touchdown, teachers will disassemble medallions to replenish supply. **4**

 S242456

Strategy Rationale

This will allow medallions to be readily available at all times

Action Step 1 **5**

Teachers will remove medallions once a touchdown is earned, add the sticker to represent the total number of touchdowns received and return the medallions to the storage case.

Person Responsible

Nichelle Smith

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Chart of Touchdowns earned per quarter

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

Quarterly PBIS meetings to evaluate progress and determine success toward the goal

Person Responsible

Cassandra Carter

Schedule

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

Evidence of Completion

Meeting agendas, Touchdown chart

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

Teachers' input will be used to determine success and modifications will be made as needed.

Person Responsible

Cassandra Carter


Schedule

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

Evidence of Completion

Meeting notes, modifications included in the notes

G2. Student achievement in ELA, Math and Science will increase by 10% on the State Assessment. 1

 G086479

G2.B1 Lack of background knowledge with new curriculum and formation of data-based small group tasks

2

 B229804

G2.B1.S1 Provide teachers with a structured format (lesson planning template) to guide their lesson planning sessions. 4

 S242457

Strategy Rationale

This process will help to provide a focus for teachers during their planning sessions.

Action Step 1 5

Create a master resource schedule which allows for common planning time three days per week for all grade-levels

Person Responsible

Chiquita Maxwell Rivers

Schedule

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

Evidence of Completion

Master resource schedule and administration's calendars/ logs

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

The leadership team will participate in the planning sessions and follow up by conducting walk throughs and CAST observations to determine the fidelity of implementation.

Person Responsible

Chiquita Maxwell Rivers

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Walk through forms, administrators' calendars/ logs, and grade level meeting minutes

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

Administration will conduct CAST observations to determine if planned lessons are providing the high levels of rigor, high order questioning, written extensions across content areas, and small groups based on data.

Person Responsible

Chiquita Maxwell Rivers

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

CAST observation forms with feedback

G2.B1.S2 Common planning with Administration and Instructional Coach to discuss best practices for using data to create small group tasks aligned to target students' individual needs 4

 S242458

Strategy Rationale

To ensure teachers will gain confidence and understanding of the new curriculum and to help bridge gaps while ensuring concepts are taught with fidelity.

Action Step 1 5

Create differentiated training sessions based on needs of each grade level. Meet with each grade level weekly to assist with the planning, instructional delivery, small group instruction, and data analysis.

Person Responsible

Chiquita Maxwell Rivers

Schedule

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

Evidence of Completion

Grade level minutes and administrator's calendars and logs

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

The leadership team will create the agendas and participate in the planned training sessions for each grade level each week. Admin will then follow up by conducting walk throughs and CAST observations to determine the fidelity of the knowledge gained during the training sessions.

Person Responsible

Chiquita Maxwell Rivers

Schedule

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

Evidence of Completion

Agendas, administrators' calendars and logs, walk through forms, and CAST observation forms with feedback

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

Administration will conduct CAST observations and informal walk throughs to determine if the planned training sessions are yielding results in the lessons, small group centers, etc...

Person Responsible

Chiquita Maxwell Rivers












Schedule

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

Evidence of Completion

CAST observations with feedback and informal walk throughs with feedback

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					
G2.MA1  M324131	The leadership team will conduct walk throughs, CAST observations, and participate in conversations...	Maxwell Rivers, Chiquita	8/15/2016	Walk through forms and CAST observation forms with feedback	6/1/2017 weekly
G2.B1.S1.MA1  M324127	Administration will conduct CAST observations to determine if planned lessons are providing the...	Maxwell Rivers, Chiquita	8/15/2016	CAST observation forms with feedback	6/1/2017 weekly
G2.B1.S1.MA1  M324128	The leadership team will participate in the planning sessions and follow up by conducting walk...	Maxwell Rivers, Chiquita	8/15/2016	Walk through forms, administrators' calendars/ logs, and grade level meeting minutes	6/1/2017 weekly
G1.MA1  M324126	The total number of Touchdowns will be charted and reviewed quarterly	Smith, Nichelle	8/15/2016	Touchdown charts will be completed quarterly	6/2/2017 quarterly
G1.B1.S1.MA1  M324124	Teachers' input will be used to determine success and modifications will be made as needed.	Carter, Cassandra	9/5/2016	Meeting notes, modifications included in the notes	6/2/2017 quarterly
G1.B1.S1.MA1  M324125	Quarterly PBIS meetings to evaluate progress and determine success toward the goal	Carter, Cassandra	9/5/2016	Meeting agendas, Touchdown chart	6/2/2017 quarterly
G1.B1.S1.A1  A313803	Teachers will remove medallions once a touchdown is earned, add the sticker to represent the total...	Smith, Nichelle	8/29/2016	Chart of Touchdowns earned per quarter	6/2/2017 daily
G2.B1.S1.A1  A313804	Create a master resource schedule which allows for common planning time three days per week for all...	Maxwell Rivers, Chiquita	8/15/2016	Master resource schedule and administration's calendars/ logs	6/2/2017 weekly
G2.B1.S2.MA1  M324129	Administration will conduct CAST observations and informal walk throughs to determine if the...	Maxwell Rivers, Chiquita	8/15/2016	CAST observations with feedback and informal walk throughs with feedback	6/2/2017 daily
G2.B1.S2.MA1  M324130	The leadership team will create the agendas and participate in the planned training sessions for...	Maxwell Rivers, Chiquita	8/15/2016	Agendas, administrators' calendars and logs, walk through forms, and CAST observation forms with feedback	6/2/2017 weekly
G2.B1.S2.A1  A313805	Create differentiated training sessions based on needs of each grade level. Meet with each grade...	Maxwell Rivers, Chiquita	8/15/2016	Grade level minutes and administrator's calendars and logs	6/2/2017 weekly

V. Professional Development Opportunities

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

G2. Student achievement in ELA, Math and Science will increase by 10% on the State Assessment.

G2.B1 Lack of background knowledge with new curriculum and formation of data-based small group tasks

G2.B1.S2 Common planning with Administration and Instructional Coach to discuss best practices for using data to create small group tasks aligned to target students' individual needs

PD Opportunity 1

Create differentiated training sessions based on needs of each grade level. Meet with each grade level weekly to assist with the planning, instructional delivery, small group instruction, and data analysis.

Facilitator

Chiquita Rivers, Nichelle Smith & Edith Hayes

Participants

All teachers

Schedule

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

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	Teachers will remove medallions once a touchdown is earned, add the sticker to represent the total number of touchdowns received and return the medallions to the storage case.	\$0.00
2	G2.B1.S1.A1	Create a master resource schedule which allows for common planning time three days per week for all grade-levels	\$0.00
3	G2.B1.S2.A1	Create differentiated training sessions based on needs of each grade level. Meet with each grade level weekly to assist with the planning, instructional delivery, small group instruction, and data analysis.	\$0.00
Total:			\$0.00