St. Johns County School District

Ocean Palms Elementary School

2017-18 Schoolwide Improvement Plan

Ocean Palms Elementary School

355 LANDRUM LN, Ponte Vedra Beach, FL 32082

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

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	4%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	14%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

Informational Baseline School Grade

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

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Ocean Palms Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school-wide behavioral expectations and positive reinforcers are reviewed in the first week of school in the classrooms by the teachers and in grade-level Behavior Boosters by the administration. The behavioral support system is our St. Johns County Pillars of Character. During the first week of

school all students are introduced to the pillars by the principal via the closed circuit television system. A concentration on one pillar per month is emphasized through the school's Book of the Month initiative. Using the Book of the Month for a literary example, teachers provide in depth character lessons. Each Wednesday, one grade level group is presented with a guidance lesson which also focuses on the Pillar of the Month. School personnel are provided with monthly activities and lesson resources to support a school-wide approach to teaching positive behavior and promoting character.

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

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Ocean Palms Elementary uses the four indicators required by the state's Early Warning Systems program.

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	6	4	8	3	7	0	0	0	0	0	0	0	30
One or more suspensions	0	1	1	2	2	1	0	0	0	0	0	0	0	7
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	1	9	15	0	0	0	0	0	0	0	25

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	1	1	0	0	0	0	0	0	0	2

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

Through weekly MTSS/RtI meetings and monthly individual meetings with teachers, students identified by the early warning system are targeted, discussed, and intervention strategies are implemented based on the need of each student. Differentiated instruction and behavioral support is the number one intervention that is being utilized by the staff at Ocean Palms.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Richardson, Jessica	Principal
Baker, Kasey	Assistant Principal
Ngai-Crim, Karin	School Counselor
Proietto, Michael	Instructional Coach
Strom, Zach	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.

Principal- Jessica Richardson: supports RTI core team and garners information for future opportunities, performs classroom observations, participates in parent conferences, refers students and parents to appropriate resources, reviews school-wide progress monitoring data.
Assistant Principals- Kasey Baker and Zach Strom: attend RTI core meetings, gather and disaggregate student data, participate in gap analysis, review RTI plans, perform classroom observations, attend parent conferences, oversee and facilitate ESE meetings.
Guidance Counselors- Karin Ngai-Crim and Faie Pellegrino: facilitate RtI core meetings, develop Tier I and II academic and behavioral plans, gather data on student academics and behavior, conduct classroom observations, participate in gap analysis, file RtI paperwork, update RtI database, review school-wide progress monitoring, conduct guidance lessons on determined needs and update staff on progress monitoring Rti progress and interventions.
Instructional Literacy Coach - Rita Andreu: facilitate RTI core meetings, determine appropriate instructional strategies and interventions, help in the development of Tier II and III academic and behavioral plans, gather attendance and behavioral data, participate in gap analysis, refer students and parents to appropriate resources, participate in parent conferences, perform classroom observations, develop progress monitoring probes, review school-wide progress monitoring data, provide staff training on progress monitoring and interventions.
School Psychologist - Kristen Howell - attend RtI core meetings, facilitate gap analysis, file RtI paperwork, update RtI data base, participate in parent conferences, conduct student assessments as needed, finalize RtI packet and give to LEA.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

At Ocean Palms we use the 4-step problem-solving model: Step 1, define an objective and measurable terms
the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to the stated goal.
Weekly our school MTSS core team meets to discuss SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly RtI meetings to discuss individual student needs for those students not meeting grade level proficiency. An educational plan is formulated if needed, including intervention strategies where appropriate. Parents are invited at appropriate times and District involvement is solicited as needed. We also review our lowest quartile and communicate with teachers to ensure that we intervene if needed.

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kristi Bacus	Parent
Patricia Shilling	Teacher
Dawn Kroog	Business/Community
Jennifer Werba	Parent
Lydia Yeoman	Education Support Employee
Nikki Beckham	Parent
Jared Policastro	Parent
Susan Samko	Parent
Michelle Campbell	Teacher
Chris Arcuri	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Overall school data will be shared and disaggregated by the SAC team. Data will include FSA results, I-Ready Reading and Math Diagnostics and Science Assessments. Student lexile levels generated by the Achieve 3000 and guided reading levels generated by Reading A to Z programs monitor student reading proficiency and gains. Grade level teams meet to analyze student writing based on common rubrics.

b. Development of this school improvement plan

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

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

We anticipate utilizing our SAC budget to pay for Staff to attend conferences to include the Teach Conference and other professional development opportunities. The SAC budget will also be used for the purchase of Language Arts and Mathematics instructional materials to support our instructional staff and students in our bottom quartile.

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

Funds were allocated to support teacher Professional Development in implementing the Center for the Collaborative Classroom resources to include Being a Reader and Making Meaning. SAC funds were also utilized to provide instructional teams the opportunity for team collaboration over the summer.

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

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

3. Literacy Leadership Team (LLT)

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

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

b. Duties

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

Major school-wide initiatives this year include professional development and coaching on the use of i-Ready Teacher Toolbox. Instructional staff will utilize the student data reports to provide differentiated small group instruction in order to meet the literacy needs of each student and build learning gains. This will include quarterly differentiated professional development and collaborative planning for teaching teams at each grade level. The administrators will lead monthly portfolio meetings to analyze data of our lowest 25 percentile students in order to identify the gaps and strengths in each and every child. The LLT will continue its journey to educational excellence through the reading and research of high yield strategies and instructional best practices. We will continue to strive to become diagnostic and prescriptive educators of excellence who consistently monitor student achievement and the development of caring contributors of the world.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

In order to foster collaborative grade level teams who share and plan together, Ocean Palms has implemented a rotating schedule of resource classes for students on Wednesdays. This alternative schedule allows each teaching team to meet for a full day of Professional Development and collaborative planning one day each seven weeks basis (Five days per school year). On a daily basis, teachers have a shared common planning time with others on their grade level. Other opportunities for teachers to work together are provided on Wednesday afternoons when teachers participate in grade-level collaborations and Professional Learning Communities of their choice. One Wednesday per month is a Best Practice Symposium, where all instructional staff gather for sharing of information and ideas pertinent to all.

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

Our school district utilizes the Applitrack employment system which provides personnel information including the Gallop Teacher Insight Assessment to assist us in the screening of our applicants. Once selected, candidates are asked to join a strategic interview team. This interview team utilizes pre-

selected questions to determine the level of expertise and the ability of the candidates to serve as assets to our school. Decisions are made in a team setting collaboratively and with enthusiastic synergy. Once hired, teachers are placed in our Category 1 Cohort and also provided with a monthly mentor program and an individual mentor.

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

Our mentoring design ensures a seamless transition for new staff into our school culture. Each new staff member has a peer mentor to work with throughout the school year. These partnerships are sometimes assigned and other times self-selected organically as the new teacher finds someone he/she works with well. They establish a calendar to develop meeting times of at least 4-5 times per month during the first four months of employment and twice a month thereafter.
Our school also offers a Category 1 Cohort for new teachers led by the Instructional Literacy Coach. This coach offers new teacher professional development monthly throughout the school year which is supplemented by additional offerings from the district. These PD components include development of Learning Goals and Scales for units of instruction, classroom management, addressing content, using formative assessments, differentiated instruction, professionalism, student engagement and reflecting on teaching.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

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

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a

year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers are expected to monitor student performance through a variety of diagnostic, formative, and summative assessments throughout the year. Continual data conversations take place through weekly MTSS meetings, monthly portfolio meetings with administration and quarterly collaborative discussions within grade level teams. Through this ongoing model, students individual learning needs are uncovered and are then addressed through small-group differentiated instruction. Using the i-Ready Teacher Toolbox, teachers will implement daily prescriptive learning in both reading and math.

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

Strategy: After School Program

Minutes added to school year:

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Richardson, Jessica, jessica.richardson@stjohns.k12.fl.us

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

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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

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

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

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

Our fifth graders are prepared for the transition to middle school by an annual visit to the middle school in the spring.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

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

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

Strategic Goals Detail

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

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

🔑 G096559

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development provided by district and school based leaders on programs including the i-Ready Teacher Toolbox, Making Meaning and Being A Reader. Collaborative common planning through a modified Wednesday schedule, early release Wednesdays, and weekly planning during the instructional day. Common formative and summative assessments.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Jessica Richardson

Schedule
Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion
Progress monitoring data provided by i-Ready Diagnostic assessments, Achieve 3000, RAZ Kids and grade level assessments.

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

🔑 G096560

Targets Supported [1b]

Indicator	Annual Target
Math Gains	80.0

Targeted Barriers to Achieving the Goal [3]

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

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Professional Development on Math Formative Assessment Systems (MFAS), Classroom Coaching, Differentiated lessons from the i-Ready toolbox.

- Collaborative common planning through a modified Wednesday schedule, early release Wednesdays, and weekly planning during the instructional day. Regular grade level discussions on data from common assessments.

Plan to Monitor Progress Toward G2. [8]

i-Ready Diagnostic Assessment, FSA, school-based common assessments

Person Responsible

Jessica Richardson

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student growth and increase level of proficiency

Plan to Monitor Progress Toward G2. [8]

Data reports from digital resources

Person Responsible

Jessica Richardson

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data reports from digital resources

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

🔑 G096561

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	72.0

Targeted Barriers to Achieving the Goal 3

- Time to differentiate reading instruction for all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

Marzano Observations

Person Responsible

Jessica Richardson

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔍 `S123456` = Quick Key

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

🔍 G096559

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

🔍 B259776

G1.B1.S1 We will utilize consultants to enhance teacher training on the implementation of the iReady TeacherToolbox materials, and the Being A Reader/Making Meaning resources. We will embrace a modified resource schedule each Wednesday. to provide time for grade level teachers to plan and collaborate around best practices and differentiated instruction quarterly, `4`

🔍 S275191

Strategy Rationale

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

Action Step 1 `5`

Common planning and professional development to review data, student progress, and achievement surrounding differentiated instruction.

Person Responsible

Michael Proietto

Schedule

Quarterly, from 8/4/2017 to 5/24/2018

Evidence of Completion

Student writing samples and rubrics, data from i-Ready Diagnostic Assessment results, Achieve, and RAZ, teacher reflection through deliberate practice.

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

Observations and evaluations of teacher instruction and daily differentiation practices will be conducted regularly by administrators, with specific feedback provided after each observation. Monthly reviews of student portfolios will take place between teachers and administrators to discuss those students performing below grade level expectations.

Person Responsible

Jessica Richardson

Schedule

Quarterly, from 8/4/2017 to 5/24/2018

Evidence of Completion

ELA Data, progress monitoring, teacher reflections

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

Monitoring of Quarterly formative and summative assessments

Person Responsible

Jessica Richardson

Schedule

Quarterly, from 8/4/2017 to 5/24/2018

Evidence of Completion

Progress monitoring data provided by iReady diagnostic assessments, Achieve 3000, and grade level assessments.

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

🔍 G096560

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

🔍 B259777

G2.B1.S1 We will embrace a modified resource schedule each Wednesday for all grade levels to participate in common planning to review student progress in relation to differentiating instruction based on math standards. Common planning will be used to review math data and progress monitor student achievement. [4]

🔍 S275192

Strategy Rationale

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

Action Step 1 [5]

Common planning and professional development to review data, student progress, and achievement surrounding formative and summative assessments including MFAS items and i-Ready diagnostic results.

Person Responsible

Michael Proietto

Schedule

Quarterly, from 8/4/2017 to 5/24/2018

Evidence of Completion

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

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

Person Responsible

Zach Strom

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

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

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

Person Responsible

Michael Proietto

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

classroom observations, deliberate practice reflections, team meeting notes

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

🔍 G096561

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

🔍 B259778

G3.B1.S1 Training for all staff on the implementation of differentiated lessons using the i-Ready Teacher Toolbox and Being a Reader Guided Reading groups. Teachers will continually monitor data on their students in the bottom quartile. `4`

🔍 S275193

Strategy Rationale

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

Action Step 1 `5`

Professional development and implementation of differentiated instruction.

Person Responsible

Michael Proietto

Schedule

Monthly, from 8/4/2017 to 5/24/2018

Evidence of Completion

Student growth based on measures including Achieve 3000, i-Ready Diagnostic Assessment results, DRAs, Running Records, and common and formative assessments.

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

Observations and evaluations of teacher instruction and daily differentiation practices will be conducted regularly by administrators with specific feedback provided after each observation. Monthly reviews of student portfolios will take place between teachers and administrators to discuss those students in the bottom quartile.

Person Responsible

Kasey Baker

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Artifacts and data reports from Achieve 3000, RAZ kids, i-Ready Diagnostic Assessment results, formative and summative ELA assessments, Writing Portfolio examples and rubrics.

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

Review of data reports

Person Responsible

Kasey Baker

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Formative and summative assessments, district data, i-Ready Diagnostic Assessment results, and FSA.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔍 M397648	Quarterly formative and summative assessments, Achieve, and RAZ kids data	Richardson, Jessica	8/10/2017	Progress monitoring data provided by i-Ready Diagnostic assessments, Achieve 3000, RAZ Kids and grade level assessments.	5/24/2018 quarterly
G2.MA1 🔍 M397651	i-Ready Diagnostic Assessment, FSA, school-based common assessments	Richardson, Jessica	8/10/2017	Student growth and increase level of proficiency	5/24/2018 quarterly
G2.MA2 🔍 M397652	Data reports from digital resources	Richardson, Jessica	8/10/2017	Data reports from digital resources	5/24/2018 quarterly
G3.MA1 🔍 M397655	Marzano Observations	Richardson, Jessica	8/10/2017	Feedback on iObservation, Lesson Plans and Curriculum Maps, student work, teacher questioning in context, and formative and summative assessment in the classroom.	5/24/2018 quarterly
G1.B1.S1.MA1 🔍 M397646	Monitoring of Quarterly formative and summative assessments	Richardson, Jessica	8/4/2017	Progress monitoring data provided by iReady diagnostic assessments, Achieve 3000, and grade level assessments.	5/24/2018 quarterly
G1.B1.S1.MA1 🔍 M397647	Observations and evaluations of teacher instruction and daily differentiation practices will be...	Richardson, Jessica	8/4/2017	ELA Data, progress monitoring, teacher reflections	5/24/2018 quarterly
G1.B1.S1.A1 🔍 A369387	Common planning and professional development to review data, student progress, and achievement...	Proietto, Michael	8/4/2017	Student writing samples and rubrics, data from i-Ready Diagnostic Assessment results, Achieve, and RAZ, teacher reflection through deliberate practice.	5/24/2018 quarterly
G2.B1.S1.MA1 🔍 M397649	collaboration between teachers, administration, and district experts regarding best practice of...	Proietto, Michael	8/10/2017	classroom observations, deliberate practice reflections, team meeting notes	5/24/2018 quarterly
G2.B1.S1.MA1 🔍 M397650	Quarterly collaborative discussion per grade level with administration, weekly team collaboration...	Strom, Zach	8/10/2017	Individual student, teacher, and grade level data from formative and summative assessments.	5/24/2018 quarterly
G2.B1.S1.A1 🔍 A369388	Common planning and professional development to review data, student progress, and achievement...	Proietto, Michael	8/4/2017		5/24/2018 quarterly
G3.B1.S1.MA1 🔍 M397653	Review of data reports	Baker, Kasey	8/10/2017	Formative and summative assessments, district data, i-Ready Diagnostic Assessment results, and FSA.	5/24/2018 quarterly
G3.B1.S1.MA1 🔍 M397654	Observations and evaluations of teacher instruction and daily differentiation practices will be...	Baker, Kasey	8/10/2017	Artifacts and data reports from Achieve 3000, RAZ kids, i-Ready Diagnostic Assessment results, formative and summative ELA assessments, Writing Portfolio examples and rubrics.	5/24/2018 quarterly
G3.B1.S1.A1 🔍 A369389	Professional development and implementation of differentiated instruction.	Proietto, Michael	8/4/2017	Student growth based on measures including Achieve 3000, i-Ready Diagnostic Assessment results, DRAs, Running Records, and common and formative assessments.	5/24/2018 monthly

V. Professional Development Opportunities

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

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

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

G1.B1.S1 We will utilize consultants to enhance teacher training on the implementation of the iReady TeacherToolbox materials, and the Being A Reader/Making Meaning resources. We will embrace a modified resource schedule each Wednesday. to provide time for grade level teachers to plan and collaborate around best practices and differentiated instruction quarterly,

PD Opportunity 1

Common planning and professional development to review data, student progress, and achievement surrounding differentiated instruction.

Facilitator

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

Participants

All Teachers K-5

Schedule

Quarterly, from 8/4/2017 to 5/24/2018

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

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

G2.B1.S1 We will embrace a modified resource schedule each Wednesday for all grade levels to participate in common planning to review student progress in relation to differentiating instruction based on math standards. Common planning will be used to review math data and progress monitor student achievement.

PD Opportunity 1

Common planning and professional development to review data, student progress, and achievement surrounding formative and summative assessments including MFAS items and i-Ready diagnostic results.

Facilitator

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

Participants

All Teacher K-5

Schedule

Quarterly, from 8/4/2017 to 5/24/2018

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

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

G3.B1.S1 Training for all staff on the implementation of differentiated lessons using the i-Ready Teacher Toolbox and Being a Reader Guided Reading groups. Teachers will continually monitor data on their students in the bottom quartile.

PD Opportunity 1

Professional development and implementation of differentiated instruction.

Facilitator

ILC, principal, assistant principal

Participants

teachers and students

Schedule

Monthly, from 8/4/2017 to 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Common planning and professional development to review data, student progress, and achievement surrounding differentiated instruction.**				$0.00
2	G2.B1.S1.A1	**Common planning and professional development to review data, student progress, and achievement surrounding formative and summative assessments including MFAS items and i-Ready diagnostic results.**				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0391 - Ocean Palms Elementary School	School Improvement Funds		$500.00
			Notes: Teachers will have the ability to attend the TEACH conference, paid for by SAC.			
3	G3.B1.S1.A1	**Professional development and implementation of differentiated instruction.**				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0391 - Ocean Palms Elementary School	School Improvement Funds		$1,000.00
			Notes: SAC monies will be utilized to pay for substitutes so that grade level representatives can be trained on the Being a Reader and Making Meaning.			
					Total:	**$1,500.00**