



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ocean Palms Elementary School

355 LANDRUM LN

Ponte Vedra Beach, FL 32082

904-547-3760

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 11%
Alternative/ESE Center No	Charter School No	Minority Rate 17%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Ocean Palms Elementary School

Principal

Betsy Wierda

School Advisory Council chair

Linda Goodwin

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Leah Davis	Kindergarten
Sandra Struble	ESE Resource Teacher
Linda Goodwin	1st grade
Elizabeth McCall	2nd grade
Stacie Norman	3rd grade
Kelly Powell	4th grade
Laurie Harrah	5th grade
Lauren Stradley	Art teacher
Kim Susice	Instructional Literacy Coach
Sandy Watson	Guidance Counselor
Kasey Baker	Assistant Principal
Lyn Gabrielson	PTO President

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph G Joyner

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Linda Goodwin-SAC Chairperson
 Dana Scholl-parent
 Mary Chyssos-parent

Mike Wicks-parent
Kim Piety-parent
Christy Handley-parent
Scott Norteman-parent
Kim Usry-parent
Donald Fagan-parent
Annie Krieger-parent
Denise Shedlock-parent
Craig Inman-parent
Bill Fehling-School Board Member
Ashley McCormick-K teacher
Penny Kennedy-K teacher
Michelle Frecks- 2nd grade teacher
Jill Frein-3rd grade teacher
Rebecca Lake-5th grade teacher
April Gregory-4th grade teacher

Involvement of the SAC in the development of the SIP

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 FCAT and classroom formative and summative data. The SIP will then be reviewed by a variety of stake holders 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.

Activities of the SAC for the upcoming school year

- A. Oversee the School Improvement Plan.
- B. Engage in at least 1 community service project within St. Johns County.
- C. Develop a school based project entitled "Sac Full of Books" to enhance the number and genre(informational text) of their classroom libraries.
- D. Plan and facilitate one annual family math night involving teachers and students.
- E. Oversee the process of voting on and improving school recognition funds.

Projected use of school improvement funds, including the amount allocated to each project

Funds will be allocated to support our family math night and to ensure that each family that participates is able to acquire manipulatives and materials for use in the home.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Betsy Wierda

Principal

Years as Administrator: 14

Years at Current School: 2

Credentials

BS in Specific Learning Disabilities
 Masters Degree in Educational Leadership
 Doctoral Candidate
 Gifted Endorsement
 14 years as a Principal

Performance Record

This is Ms. Wierda's 14th year as a school principal. She has also served as a special education teacher, a standards coach, professional development cadre member, adjunct professor, clinical educator at the university level, assistant principal, vice principal and director of professional development. Mrs. Wierda is currently in her third year as the Learning Leader of Ocean Palms Elementary and is excited to share that her school has maintained their A status since her arrival. She does however, attribute this to her amazingly talented staff.

Kasey Baker

Asst Principal

Years as Administrator: 2

Years at Current School: 1

Credentials

Masters of ED. Leadership, K-12
 Certified in Elementary Education Gr. 1- 6
 BA Psychology

Performance Record

Kasey Baker is in her second year as an administrator. Prior to that, she was a District Peer Evaluator to new teachers and a classroom teacher. As an educator, she taught 4th and 5th grades for 13 years within St. Johns County School District.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kimberly Susice		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	BA in Elementary Education Certified 1-6 ESOL Endorsement Reading Endorsement	
Performance Record	Kim Susice was a highly effective educator in the classroom for 17 years. This is her third year as a coach where she has maintained a highly effective status.	

Lauren Tate		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Other	
Credentials	BA in Elementary Education ESOL Endorsement	
Performance Record	Lauren has been a classroom teacher for the past 7 years where she implemented a successful laptop class using the "Flipped Class" model. This is her first year as a technology coach.	

Classroom Teachers

of classroom teachers

55

receiving effective rating or higher

53, 96%

Highly Qualified Teachers

93%

certified in-field

53, 96%

ESOL endorsed

37, 67%

reading endorsed

2, 4%

with advanced degrees

15, 27%

National Board Certified

2, 4%

first-year teachers

7, 13%

with 1-5 years of experience

8, 15%

with 6-14 years of experience

17, 31%

with 15 or more years of experience

23, 42%

Education Paraprofessionals**# of paraprofessionals**

7

Highly Qualified

6, 86%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Our school district utilizes the PATS 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 and to highlight their vision via creative technology. Our team then utilizes preselected questions to determine the level of expertise and the ability of the candidates to serve as an asset to our school. Decisions are made in a team setting collaboratively and with enthusiastic synergy.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our mentoring design ensures a seamless transition for new staff into our school culture. Each new staff member is given a selected mentor to work with throughout the school year. 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. A check list and a new teacher mentoring log will be used throughout the year. The district mentoring handbook will serve as a guide as our mentoring teams as well as the offering of new teacher professional development throughout the school year. These PD components include classroom management, addressing content, using formative assessments,

differentiated instruction, professionalism, student engagement and reflecting on teaching. The principal will meet with each team quarterly to discuss challenges and successes.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 RtI 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal Betsy Wierda-support RTI core team and garner information for future opportunities, perform classroom observation, participate in parent conferences, refer students and parents to appropriate resources, review school wide progress monitoring data.

Kasey Baker-attend RTI core meetings, gather student data, participate in gap analysis, review RTI plans, perform classroom observations, attend parent conferences.

Guidance Counselor Sandy Watson-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, create weekly agenda, file RtI paperwork, update RtI database, review school wide progress monitoring, conduct guidance lessons on determined needs and updates staff on progress monitoring RtI progress and interventions.

ILC Kim Susice-attend RTI core meetings, determine appropriate instructional strategies and interventions, help develop 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 Jessica Rosas-attend RtI core meetings, facilitate gap analysis, file RtI paperwork, update RtI data base, participate in parent conferences, facilitate student assessments as needed, finalize RtI packet and give to LEA.

Behavioral Specialist Harold Johansen- attend RtI core meetings, help develop Tier II and III behavior plans, graph students' behavioral data, help teachers and support staff implement behavioral interventions

Speech/Language Pathologist-attend RtI core meetings, help develop Tier II and III intervention plans, participate in parent conferences, implement student assessments as needed.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The team meets once a week to engage in the following activities:

Review with our Data Team and other appropriate staff, utilize universal screening data and links to instructional decisions; review progress monitoring data at each grade level to identify students who are meeting/exceeding benchmarks or at risk.

Based on the above information, the team will identify professional development and resources needed. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

This team also implements RtI as a school wide method of increasing student achievement outcomes through consistent data review and gap analysis leading to the implementation of best practices.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The RtI Core Team will utilize Performance Tracker to disaggregate the data for FCAT, Discovery Education and FAIR assessments as well as district formative assessments. We will also implement a new behavior intervention tracking system to assist in behavior RtI and provide pre-intervention comparison data. Our data sources at Ocean Palms also include Daily Behavior Charts, ABC data, referrals, formative writing assessments, classroom summative and formative assessment, and student work samples.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year. Training on the new Criteria Checklist will be provided during a faculty meeting. The RtI team will also evaluate additional staff professional development needs during the weekly RtI Leadership Team meetings and develop an action plan for professional growth as needed. Core members receive monthly virtual meetings involving district RtI trainers.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Betsy Wierda	Principal
Kasey Baker	Assitant Principal
Leah Davis	Kindergarten
Linda Goodwin	First grade
Elizabeth McCall	Second grade
Stacy Norman	Third Grade
Kelly Powell	Fourth Grade
Laurie Harrah	Fifth Grade
Sandra Struble	ESE
Lauren Stradley	Resource
Sandy Watson	Guidance
Kim Susice	Instructional Literacy Coach
Lyn Gabrielson	PTO President

How the school-based LLT functions

The team creates and monitors the academic and cultural vision for our school. This group plans, implements, and monitors the progress of SIP including the MTSS process as well as a variety of qualitative data from involved stake holders. The team utilizes best practice literature to assist and design training and a focus for teaching methodology throughout the school year. This team also make recommendations to the principal from their grade level teams in order to assist in making needed change in all areas of the learning community. Reading, sharing of information, and best practices as well as analyzation of data leads this team to becoming the diagnostic prescriptive leaders of Ocean Palms.

Major initiatives of the LLT

Our major initiative this year is the depth of knowledge of CCSS and high yield instructional strategies in order to meet the needs of each student and build learning gains. This will include weekly differentiated training per grade level via the collaborative coaching model. The assistant principal will lead quarterly data chats to analyze data 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 international 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.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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" Breakfast for first time parents at Ocean Palms. Kindergarten Orientation Nights are provided each Spring and are facilitated via the current kindergarten teaching team and administration.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	84%	82%	No	86%
American Indian				
Asian	93%	77%	No	94%
Black/African American	63%	53%	No	67%
Hispanic	75%	68%	No	78%
White	84%	85%	Yes	86%
English language learners				
Students with disabilities	56%	45%	No	60%
Economically disadvantaged	68%	54%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	108	26%	29%
Students scoring at or above Achievement Level 4	240	57%	60%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	182	69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	27	61%	64%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		80%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		80%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		85%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	120	83%	86%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	77%	No	84%
American Indian				
Asian	100%	77%	No	100%
Black/African American	27%	40%	No	33%
Hispanic	67%	53%	No	70%
White	83%	80%	No	84%
English language learners				
Students with disabilities	50%	24%	No	55%
Economically disadvantaged	64%	52%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	127	30%	33%
Students scoring at or above Achievement Level 4	200	47%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		36%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	204	79%	82%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	41	69%	71%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	35%	38%
Students scoring at or above Achievement Level 4	46	31%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		5
Participation in STEM-related experiences provided for students	150	18%	50%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	97	12%	9%
Students retained, pursuant to s. 1008.25, F.S.	12	1%	0%
Students who are not proficient in reading by third grade	23	16%	13%
Students who receive two or more behavior referrals	5	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Ocean Palms would like to maintain our high level of parent involvement. We strive to continue to meet 5-Star criteria, to have at least one parent serve as a designated Room Parent and to continue to inform and educate our stakeholders on our leadership model as well as our curriculum and instructional design based on Common Core State Standards.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Ocean Palms will meet 5-Star Criteria	100	100%	100%
Each classroom will have at least one designated Room Parent	35	80%	100%
Four Principal/PTO Coffee Chats will be held to update and inform parents on standards, culture, and instruction	1	25%	100%

Area 10: Additional Targets

Additional targets for the school

To develop leaders and leadership skills in all OPES stakeholders we will continue the implementation of our leadership design "The Leader in Me." We are currently in Year 2 of implementation and look forward to two additional days of training, our Student Leadership Day in 2014, the implementation of leadership teams for all third through fifth graders, and in continuing the reading, research and training of the Seven Habits of Highly Effective People for all stakeholders at Ocean Palms.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All adults trained in the Seven Habits of Highly Effective People.	75	85%	100%
All adults employed at Ocean Palms will read "The Leader in Me."	75	85%	100%
All classrooms will post the Seven Habits and classroom Mission Statements.	40	90%	100%
All third through fifth graders will apply for and will join a leadership team.	300	35%	100%

Goals Summary

- G1.** To engage students in cognitively complex tasks including hypothesis generation and testing.
- G2.** Increase the use of higher order questioning through complex text in order to allow students to master the Common Core State Standards in Literacy.
- G3.** To implement high yield strategies consistent with CCSS in order to incorporate them into the OPE teaching framework and to differentiate instruction for each child. These high yield strategies will be identified, monitored and evaluated.

Goals Detail

G1. To engage students in cognitively complex tasks including hypothesis generation and testing.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- Professional literature for teacher book studies, time during the school day for training, teachers willing to research and prepare to train others, Resource Team open to a modified Wednesday schedule.

Targeted Barriers to Achieving the Goal

- Time to train and learn, funds for professional literature, unwilling participants.
- Lack of classroom implementation.

Plan to Monitor Progress Toward the Goal

Implementation of District Curriculum Maps, reading strategies and Marzano's high yield strategies

Person or Persons Responsible

Administration, classroom teachers and ILC

Target Dates or Schedule:

On going throughout the year

Evidence of Completion:

Increased student test scores on FCAT, DFA's and Discovery Education

G2. Increase the use of higher order questioning through complex text in order to allow students to master the Common Core State Standards in Literacy.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Professional Development-High Yield Strategies, Classroom Coaching

Targeted Barriers to Achieving the Goal

- Transition to new Common Core State Standards

Plan to Monitor Progress Toward the Goal

The use of high order questioning and development of cognitively complex groupings within the classroom.

Person or Persons Responsible

Teachers, ILC, Principal, Assistant Principal

Target Dates or Schedule:

Ongoing throughout the year

Evidence of Completion:

Student growth and increase level of proficiency

G3. To implement high yield strategies consistent with CCSS in order to incorporate them into the OPE teaching framework and to differentiate instruction for each child. These high yield strategies will be identified, monitored and evaluated.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Best practice educational books, current staff as onsite trainers, Common Core State Standards, Resource Teachers as classroom teachers during training time weekly, and district staff as needed.

Targeted Barriers to Achieving the Goal

- Lack of buy in from staff and parents

Plan to Monitor Progress Toward the Goal

High Yield Strategies

Person or Persons Responsible

Teachers and administrators.

Target Dates or Schedule:

Through the vehicle of Lesson Study, informal and formal observations and administrative walkthroughs.

Evidence of Completion:

Lesson Plans and curriculum maps, student work, teacher questioning in context, and formative and summative assessment in the classroom.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To engage students in cognitively complex tasks including hypothesis generation and testing.

G1.B1 Time to train and learn, funds for professional literature, unwilling participants.

G1.B1.S1 Funds will be utilized for professional literature from additional revenue, PTO and SAC funds as well as available Title 2 monies. We will embrace a modified resource and lunch schedule each Wednesday. Resource Teachers will utilize a creative block schedule to meet the needs of children and teachers in training. Teachers will volunteer to teach and train others in the area of text complexity via a lesson study model. All teachers are expected to serve as diagnostic/prescriptive educators who share their knowledge.

Action Step 1

Collaborative Coaching Model

Person or Persons Responsible

Classroom teachers, resource teachers, administration

Target Dates or Schedule

Weekly WOW rotations

Evidence of Completion

Classroom walkthrough feedback via iObservation

Facilitator:

ILC-Kim Susice Experts within the building District

Participants:

all stakeholders

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

Implementation of collaborative coaching model

Person or Persons Responsible

Administration

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Feedback from iObservation indicating evidence of teachers coaching others. Evaluation specifically tied to Domains 2, 3 and 4 of Marzano's Teacher Evaluation System.

Plan to Monitor Effectiveness of G1.B1.S1

Implementation of collaborative coaching model

Person or Persons Responsible

Administration

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Walkthroughs, informals and formals via iObservation of classroom strategies and evidence of student learning

G1.B2 Lack of classroom implementation.

G1.B2.S1 Classroom implementation will be both expected and inspected. Teacher walkthroughs, informal and formal observations will be conducted in each classroom to ensure that children are engaged in cognitively complex tasks and hypothesis generation.

Action Step 1

Training on use of district curriculum maps, reading strategies as well as Marzano's high yield strategies.

Person or Persons Responsible

ILC and Collaborative Coaching team

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Training agendas and sign up sheets

Facilitator:

Common Core Training Team

Participants:

all stakeholders

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

Use of District Curriculum Maps, reading strategies and Marzano's high yield strategies

Person or Persons Responsible

Principal and Assistant Principal and ILC

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Documents via iObservation, artifacts and evidence student performance, journals, formative assessments etc..

Plan to Monitor Effectiveness of G1.B2.S1

Best practice instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Results of walkthroughs, formal and informal observations

G2. Increase the use of higher order questioning through complex text in order to allow students to master the Common Core State Standards in Literacy.

G2.B1 Transition to new Common Core State Standards

G2.B1.S3 Monitor use of Curriculum Maps via District Formative Assessments

Action Step 1

Grade Level Data Chats

Person or Persons Responsible

Assistant Principal, Principal, Instructional Literacy Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Agenda notes and sign in sheets

Facilitator:

ILC and Common Core Planning Team

Participants:

All OPE stakeholders

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Curriculum Maps and Formative Assessments

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Daily and systemically through data chats

Evidence of Completion

Results of student performance

Plan to Monitor Effectiveness of G2.B1.S3

Quarterly data chats, the use and implementation of teachers and student data notebooks.

Person or Persons Responsible

Principal and Assistant Principal and ILC

Target Dates or Schedule

Quarterly and ongoing throughout the school year.

Evidence of Completion

Documentation on iObservation

G3. To implement high yield strategies consistent with CCSS in order to incorporate them into the OPE teaching framework and to differentiate instruction for each child. These high yield strategies will be identified, monitored and evaluated.

G3.B1 Lack of buy in from staff and parents

G3.B1.S1 1. Parent communication through newsletters, coffee chats and formal meetings such as PTO and SAC meetings, curriculum chats, 2. Teacher communication through email, grade level meetings, staff meetings and one on one as needed. 3. Utilization of PTO , SAC and additional revenue funds for professional literature.

Action Step 1

Increased communication to all stakeholders regarding our missive of student achievement.

Person or Persons Responsible

All Stakeholders

Target Dates or Schedule

Systemically through out the year

Evidence of Completion

artifacts of communication

Facilitator:

Administration and all stakeholders

Participants:

All Stakeholders

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

Communication to and from all stakeholders

Person or Persons Responsible

Administration

Target Dates or Schedule

Consistently throughout the school year

Evidence of Completion

artifacts and attendance to various communicative outputs

Plan to Monitor Effectiveness of G3.B1.S1

Communication to and from all stakeholders

Person or Persons Responsible

All stakeholders

Target Dates or Schedule

Consistently through out the year

Evidence of Completion

Five Star Notebook, agendas, proficiency of Domain 2 of Marzano

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

SAI money will be utilized to hire a part time Rtl/MTSS Resource Teacher. This selected individual will be a certified teacher, 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 assisted by our MTSS Resource Teacher.

Title II funds will be utilized to purchase professional literature for literacy PLC's and to inform and educate all on the Common Core State Standards. It will also be utilized to pay for substitutes in order for teachers to participate in professional development.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To engage students in cognitively complex tasks including hypothesis generation and testing.

G1.B1 Time to train and learn, funds for professional literature, unwilling participants.

G1.B1.S1 Funds will be utilized for professional literature from additional revenue, PTO and SAC funds as well as available Title 2 monies. We will embrace a modified resource and lunch schedule each Wednesday. Resource Teachers will utilize a creative block schedule to meet the needs of children and teachers in training. Teachers will volunteer to teach and train others in the area of text complexity via a lesson study model. All teachers are expected to serve as diagnostic/prescriptive educators who share their knowledge.

PD Opportunity 1

Collaborative Coaching Model

Facilitator

ILC-Kim Susice Experts within the building District

Participants

all stakeholders

Target Dates or Schedule

Weekly WOW rotations

Evidence of Completion

Classroom walkthrough feedback via iObservation

G1.B2 Lack of classroom implementation.

G1.B2.S1 Classroom implementation will be both expected and inspected. Teacher walkthroughs, informal and formal observations will be conducted in each classroom to ensure that children are engaged in cognitively complex tasks and hypothesis generation.

PD Opportunity 1

Training on use of district curriculum maps, reading strategies as well as Marzano's high yield strategies.

Facilitator

Common Core Training Team

Participants

all stakeholders

Target Dates or Schedule

On going throughout the year

Evidence of Completion

Training agendas and sign up sheets

G2. Increase the use of higher order questioning through complex text in order to allow students to master the Common Core State Standards in Literacy.

G2.B1 Transition to new Common Core State Standards

G2.B1.S3 Monitor use of Curriculum Maps via District Formative Assessments

PD Opportunity 1

Grade Level Data Chats

Facilitator

ILC and Common Core Planning Team

Participants

All OPE stakeholders

Target Dates or Schedule

Quarterly

Evidence of Completion

Agenda notes and sign in sheets

G3. To implement high yield strategies consistent with CCSS in order to incorporate them into the OPE teaching framework and to differentiate instruction for each child. These high yield strategies will be identified, monitored and evaluated.

G3.B1 Lack of buy in from staff and parents

G3.B1.S1 1. Parent communication through newsletters, coffee chats and formal meetings such as PTO and SAC meetings, curriculum chats, 2. Teacher communication through email, grade level meetings, staff meetings and one on one as needed. 3. Utilization of PTO , SAC and additional revenue funds for professional literature.

PD Opportunity 1

Increased communication to all stakeholders regarding our missive of student achievement.

Facilitator

Administration and all stakeholders

Participants

All Stakeholders

Target Dates or Schedule

Systemically through out the year

Evidence of Completion

artifacts of communication

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To engage students in cognitively complex tasks including hypothesis generation and testing.	\$5,000
G2.	Increase the use of higher order questioning through complex text in order to allow students to master the Common Core State Standards in Literacy.	\$5,000
G3.	To implement high yield strategies consistent with CCSS in order to incorporate them into the OPE teaching framework and to differentiate instruction for each child. These high yield strategies will be identified, monitored and evaluated.	\$5,000
Total		\$15,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Total
Substitutes as needed	\$5,000	\$0	\$5,000
Title II and general budget	\$5,000	\$0	\$5,000
PTO, SAC, Title II and general budget	\$0	\$0	\$0
PTO, Title II and general budget	\$0	\$5,000	\$5,000
Total	\$10,000	\$5,000	\$15,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. To engage students in cognitively complex tasks including hypothesis generation and testing.

G1.B1 Time to train and learn, funds for professional literature, unwilling participants.

G1.B1.S1 Funds will be utilized for professional literature from additional revenue, PTO and SAC funds as well as available Title 2 monies. We will embrace a modified resource and lunch schedule each Wednesday. Resource Teachers will utilize a creative block schedule to meet the needs of children and teachers in training. Teachers will volunteer to teach and train others in the area of text complexity via a lesson study model. All teachers are expected to serve as diagnostic/prescriptive educators who share their knowledge.

Action Step 1

Collaborative Coaching Model

Resource Type

Personnel

Resource

People and time.

Funding Source

Substitutes as needed

Amount Needed

\$5,000

G1.B2 Lack of classroom implementation.

G1.B2.S1 Classroom implementation will be both expected and inspected. Teacher walkthroughs, informal and formal observations will be conducted in each classroom to ensure that children are engaged in cognitively complex tasks and hypothesis generation.

Action Step 1

Training on use of district curriculum maps, reading strategies as well as Marzano's high yield strategies.

Resource Type

Professional Development

Resource

Professional literature

Funding Source

PTO, SAC, Title II and general budget

Amount Needed

\$0

G2. Increase the use of higher order questioning through complex text in order to allow students to master the Common Core State Standards in Literacy.

G2.B1 Transition to new Common Core State Standards

G2.B1.S3 Monitor use of Curriculum Maps via District Formative Assessments

Action Step 1

Grade Level Data Chats

Resource Type

Personnel

Resource

Substitutes as needed

Funding Source

Title II and general budget

Amount Needed

\$5,000

G3. To implement high yield strategies consistent with CCSS in order to incorporate them into the OPE teaching framework and to differentiate instruction for each child. These high yield strategies will be identified, monitored and evaluated.

G3.B1 Lack of buy in from staff and parents

G3.B1.S1 1. Parent communication through newsletters, coffee chats and formal meetings such as PTO and SAC meetings, curriculum chats, 2. Teacher communication through email, grade level meetings, staff meetings and one on one as needed. 3. Utilization of PTO , SAC and additional revenue funds for professional literature.

Action Step 1

Increased communication to all stakeholders regarding our missive of student achievement.

Resource Type

Professional Development

Resource

Professional literature and substitutes as needed.

Funding Source

PTO, Title II and general budget

Amount Needed

\$5,000