Doctors Inlet Elementary School

2018-19 Schoolwide Improvement Plan

Doctors Inlet Elementary School

2634 COUNTY ROAD 220, Middleburg, FL 32068

http://dis.oneclay.net

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	No	65%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	B	B*

*Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Clay County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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.

2018-19 DA Category and Statuses for Doctors Inlet 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.

Doctors Inlet Elementary School's mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

b. Provide the school's vision statement.

Doctors Inlet Elementary School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring life skills.

2. School Environment

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

The school year begins with a school-wide Orientation for students, parents and teachers to meet and greet. Opportunities throughout the year such as Open House, our STEAM Night, and Family Fun Nights are provided to encourage parental support of the academic programs. We use the Safe and Civil Schools Foundations Program to provide common lessons and guidelines for student behavior. We have an active Parent Faculty Association (PFA) that fosters parent and faculty involvement. Our Green Thumb Club, Math Teams, Robotics Club, Run/Walk Club, Chorus, Student Council, and Safety Patrols provide opportunities that build relationships between teachers and students. Cultural activities throughout the grade levels provide opportunities for students to share their cultures with students and faculty.

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

The school creates an environment where students feel safe and respected by using the Safe and Civil Schools Foundation Program. Mustang P.R.I.D.E. Guidelines for Success have been developed collaboratively with the faculty. Lesson Plans have been written and are taught at the beginning of the school year that provide a school-wide guide for student behavior. Procedures have been developed for before school drop-off, after school dismissal, restrooms and the cafeteria . The Foundations Team develops surveys each year for students and faculty to discuss safety. Common area procedures and lesson plans are then developed for implementation school-wide. Procedures are also in place for bullying and behavior infractions.

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.

Doctors Inlet Elementary uses guidelines developed through the Safe and Civil Schools Foundations Program and CHAMPS. Classroom teachers utilize the Guideline for Success and CHAMPS program to teach behavioral expectations. The Foundations Team provides training for school-wide

procedures. Lesson plans are used to teach expected behavior and procedures. Three Behavior Incident forms are used before writing referrals for minor offenses. These forms send the students to work with the In-School Suspension Assistant enabling students to identify more appropriate behaviors and responses for a short time period not to exceed 15 minutes. The teacher makes parental contact for each incident report. Referrals are written for students with major discipline issues or those who have had 3 minor behavior incidents. In-School suspension is used to keep students in school and able to complete their assignments.

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 social-emotional needs of all students are met through counseling services provide by a Guidance Counselor. The Guidance Counselor also provides limited classroom guidance lessons and small group sessions for students. We have a full-time Guidance Counselor who provides support for our Military Students. These services are provided through a Department of Defense Grant for Military families. Mentoring and tutoring services are provided by faculty. Project REACH also provides services for our students who are classified as homeless. School volunteers provide mentoring and support through tutoring, after school clubs and our PFA. The Student of the Month program uses monthly character traits to recognize and support students chosen for exhibiting the character trait. A monthly reception with awards is held to recognize the Students of the Month. Parents are encouraged to attend.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Doctors Inlet Elementary utilizes an Early Warning System for Kindergarten through 6th grade students who exhibit two or more of the early warning indicators listed above. A school-based team shall convene to determine appropriate intervention strategies for the student. The school provides at least 10 days written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location to enable the parent the opportunity to participate. FOCUS reports are run 6 times a year to determine which students exhibit two or more indicators. Meetings are set up to determine appropriate interventions, the data is entered in FOCUS, and students are monitored quarterly for progress.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	9	0	0	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	7	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	2	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.

Intervention strategies to improve academic performance of students identified by the early warning system include: 1) Attendance team will send letters and a visit by the School Social Worker if needed to improve attendance; 2) Tutoring services to improve academic performance; 3) meetings with the parents and teachers to help provide goals for improvement; 4)Weekly meetings with teachers to use data to track academic performance and to develop strategies for improvement; 5) Counseling and mentoring services provide by Guidance Counselors.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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

Doctors Inlet Elementary works at building positive relationships with families to increase involvement in the following ways: 1) School-wide Orientation and Open House to provide opportunities for parents to meet with the teachers at the beginning of each school year; 2) a school-wide STEAM night to encourage parents to create with their students; 3) Family Fun Night in the Spring with a Chorus performance, Book Fair and dinner; 4) Grade reports and interims sent home twice a quarter; 5) School climate surveys for parents and students each year; 6) Parent Faculty Association that meets monthly; 7) After-school clubs and mentoring opportunities for parent volunteers; 8) Teacher-Parent conferences; 9) Interpreters available for parents who do not speak English or are deaf; 10) ParentLink telephone messages sent by the Principal informing parents of events; 11) School website that is updated weekly; 12) PFA emails and Facebook page; 13) monthly School Advisory Council meetings.

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.

Doctors Inlet Elementary seeks to establish Business partners to support the school program. Community Business partners are requested to serve on the School Advisory Council. Business partners provide materials or donations to support and sponsor our Reading Festival, Green Thumb Club; Student Council, Student of the Month, Chorus, Run/Walk Club and classrooms. The Doctors Inlet Classroom Adoption Program enables businesses and parents to adopt a classroom for a minimal donation of $100. All funds go directly to the classroom. A Business Partner Coordinator has been established for a more coordinated uniform system.

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
Ayers, Carolyn	Principal
Mineo, Kristi	Assistant Principal
Bohn, Laura	Teacher, ESE
	School Counselor
moreland , Laura	Teacher, K-12
Wellons, Techla	Teacher, K-12
Hanlin, Anita	Teacher, K-12
Shipley, April	Teacher, K-12
Hansen, Missy	Teacher, K-12
Petersen, Kim	Teacher, K-12
Lang, Jennifer	Teacher, K-12
Raley, Montgomery	Teacher, K-12

b. Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 Foundational Skills Assessment, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and the Florida State Assessment. The Principal is the leader of the meeting. The Assistant principal attends the meetings in a support role for the Principal. The Guidance Counselor serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All K-6 will take a benchmark assessment 3 times per year along with i-ready and achieve 3000 progress monitoring. The School-based leadership team will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Administrators will meet quarterly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Patricia Ott	Teacher
Jana O'Neal	Parent
Jon Kendrick	Business/Community
Jerome Smith	Business/Community
Kelly Morris	Parent
Cynthia Hinck	Teacher
Jo Ann Henning	Teacher
Carolyn Ayers	Principal
	Parent
Megan Taylor	Student

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

The School Advisory Council reviewed last year's school improvement plan and analyzed available data from 2018 to see if the goals were met effectively. There was also a EOY review in May to see progress toward the goals.

b. Development of this school improvement plan

Faculty and staff meet to develop a draft for goals and action steps for the School Improvement Plan using data from State tests, K-2 Foundational Skills and Performance Matters. The draft is then presented to the SAC for their approval and revisions if necessary. The draft then goes back to the faculty and staff for their approval. Goals are analyzed at monthly PLC meetings and strategies developed for students not meeting the standards.A mid-year review is conduct in January to make sure adequate progress is being made towards the goals.

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

The budget is developed in the Spring with allocations and funds. A draft of the budget is presented to staff for their input. A draft of the budget is also presented to the School Advisory Council for their input.

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

There were no school improvement funds available for this year.

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
Mineo, Kristi	Assistant Principal
	School Counselor
moreland , Laura	Teacher, K-12
Hanlin, Anita	Teacher, K-12
Farber, Jocelyn	Principal
Ott, Patricia	Teacher, PreK
Shipley, April	Teacher, K-12
Lang, Jennifer	Teacher, K-12
Petersen, Kim	Teacher, K-12
Hansen, Missy	Teacher, K-12

b. Duties

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

The LLT will work to effectively integrate the RtI process to ensure students most "at risk" in reading receive intensive and immediate intervention services. The LLT will also serve as the steering committee to develop our School-wide STEAM festival in the Spring.

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.

Doctors Inlet teachers plan together in their Professional Learning Communities each week for one hour. The Framework for Intentional Learning is used to establish common goals and planning. Student data is analyzed and common lessons developed to improve learning. PLCs are established based on teacher professional development requests.

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

The Administration participates in the University of North Florida and Saint Leo Colleges recruitment meetings. Interviews are held with candidates to ensure a good match with grade levels and with expectations for our faculty. New teachers are assigned a mentor and have regular meetings with the administration to ensure success. New teachers are also a part of the B.E.S.T program that provides one-on-one support and professional develop from a district curriculum specialist throughout their first two years of employment.

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

New teachers are paired with an experienced teacher with the same grade level and subject areas. Teachers who need help with strategies and who do not have expected learning gains are paired with teachers who have been successful with strategies and high learning gains. Monthly data meetings are held to discuss students and strategies for improvement. Lesson studies and professional learning communities are also tools for teachers to use to mentor and help improve instruction. All teachers are required to develop an individual professional development plan that is based on data and has professional growth activities designed to improved instruction. Professional development plans are implemented for teachers who need improvement.

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.

Doctors Inlet ensures its core instructional programs and materials are aligned to Florida's Standards by following District Curriculum maps that have been correlated to the Florida Standards. Our textbooks and materials are State Adopted Textbooks and are research based. Lesson plans, Professional Learning Community forms, walk-throughs and formal observations are used to monitor fidelity to 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.

Doctors Inlet uses data from K-2 Foundational Skills Assessment, Achieve 3000, I-ready, Performance Matters, FSA, FCAT, BAS and classroom assessments to provide differentiated instruction. Independent reading is used in Reading instruction with students assigned books based on their running record level. Students are placed in collaborative learning groups for guided practice and skills instruction. Students having difficulty attaining the proficient or advanced level on state assessments are provided interventions and tracked through MTSS Tiers 2 and 3. Tutoring is provided before and after school for those students requiring additional instruction. Sixth grade students are placed in Intensive Reading instruction based upon Performance Matters scores, available State Assessment scores, and BAS reading levels.

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: 510,000

Our Before and After School Tutoring program provides instruction in core academic subjects for students that require additional remediation. Students are selected based on teacher recommendation and need. Additional after school activities such as Math Team, our annual STEAM festival, Green Thumb Club, Robotics and School-wide Science Fair provide enrichment activities that promote curriculum that supports Reading, Science and Math for students giving them real life experiences. These activities also provide opportunities for parent involvement and participation.

Strategy Rationale

Tutoring and enrichment activities provide additional opportunities for students to have real life experiences and instruction designed to improve the core curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Mineo, Kristi, kristi.mineo@myoneclay.net

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

Student gains, FSA and FCAT results are analyzed for effectiveness of tutoring strategies as well as the effectiveness of our tutors. Mrs. Casias, our Assistant Principal monitors the Tutoring program. The Reading Festival, School-wide Science Fair, Math Teams and the Lego Club are led by Teacher volunteers and overseen by the administration. Increased enrollment is used to determine effectiveness in the enrichment programs and learning gains are used to determine effectiveness in our tutoring program.

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.

At Doctors Inlet Elementary School, we have a VPK (Voluntary PreKindergarten) classroom where all VPK students are given the Florida State VPK Assessment three times a year in the areas of Print Knowledge, Phonological Awareness, Mathematics, and Oral Language. ESE PreK students are reviewed by the Student Services Team prior to entering Kindergarten, to see if there are additional services the student might need to be successful in a regular education classroom. All incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Florida Kindergarten Reading Screener (FLKRS) will be given within the first 30 days of school. ECHOS will also serve as a screener for social/emotional development and overall school readiness. The Foundational Skills Assessment will be administered one-on-one to all Kindergarten students to determine their initial success probability in reading. Screening data will be collected and aggregated

prior to September 25th, 2016. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instructions, modeling, guided proactive and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, reteaching, and positive reinforcement of pro-social behavior. The Foundational Skills Assessment will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

b. College and Career Readiness

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

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

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

Grade levels bring in career professionals to speak with students (Fire Dept, Agriculture).

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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. If we build a mentoring program with students involving business partnerships which enhance students Social Emotional Learning, Attendance, and reading abilities by 60% based on Focus Reports and Reading Levels by the EOY.

G2. If we implement the Eureka Math program with fidelity our students academic performance will improve in the areas of math.

G3. If we work with our students in the lowest quartile groups for reading their learning gains will improve by 5% by using SIPPS, LLI, LAFS, and small group instruction by the EOY.

Strategic Goals Detail

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

G1. If we build a mentoring program with students involving business partnerships which enhance students Social Emotional Learning, Attendance, and reading abilities by 60% based on Focus Reports and Reading Levels by the EOY. 1a

🔑 G101030

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0

Targeted Barriers to Achieving the Goal 3

- lack of business/community partners

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leveled classroom books, designated time and space for mentoring

Plan to Monitor Progress Toward G1. 8

We will use our attendance team, focus, reports and data from Achieve 3000, iReady Reading, and BAS to see improvements in the areas of SEL learning and reading abilities.

Person Responsible

Carolyn Ayers

Schedule

Quarterly, from 9/20/2018 to 6/5/2019

Evidence of Completion

We will pull focus attendance reports, grades for the students involved, as well as Achieve 3000 for 4-6th grades in conjunction with iReady and BAS reading levels to compare BOY to present performance.

G2. If we implement the Eureka Math program with fidelity our students academic performance will improve in the areas of math. `1a`

🔑 G101031

Targets Supported `1b`

Indicator	Annual Target
Math Gains	66.0
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal `3`

- Time and professional development.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Doctors Inlet will use Eureka Math in Grades K-6th. School wide we will be introducing and using i-ready for progress monitoring. School-wide PLCs will be data driven and focus on best practice methods and available resources to close gaps in student data while developing common assessments.

-

Plan to Monitor Progress Toward G2. `8`

Lesson Plans, Walk-Throughs and Formal/Informal Observation Instruments

Person Responsible

Carolyn Ayers

Schedule

Weekly, from 8/8/2018 to 5/14/2019

Evidence of Completion

Weekly PLC logs, Lesson Plans, Walk Through Rubrics, and Formal/Informal Observation documentation

G3. If we work with our students in the lowest quartile groups for reading their learning gains will improve by 5% by using SIPPS, LLI, LAFS, and small group instruction by the EOY. 1a

🔍 G101032

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	63.0

Targeted Barriers to Achieving the Goal 3

- Several new teachers at Doctors Inlet & new teachers in FSA grade levels

Resources Available to Help Reduce or Eliminate the Barriers 2

- Doctors Inlet will have mentor teachers and our curriculum coach working with the new teachers to Doctors Inlet and the new teachers to the grade levels.

Plan to Monitor Progress Toward G3. 8

Walk Throughs and Formal/Informal Classroom Observation Instruments

Person Responsible
Carolyn Ayers

Schedule
Weekly, from 8/8/2018 to 5/14/2019

Evidence of Completion
Weekly Observation Logs and Observation documentation

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we build a mentoring program with students involving business partnerships which enhance students Social Emotional Learning, Attendance, and reading abilities by 60% based on Focus Reports and Reading Levels by the EOY. 1

🔑 G101030

G1.B1 lack of business/community partners 2

🔑 B272352

G1.B1.S1 Gain community and business partners who are willing to come in and work with students in the area of literacy and attendance 4

🔑 S288387

Strategy Rationale

This will help students academic performance and social emotional learning.

Action Step 1 5

Mentoring Program Weekly

Person Responsible

Carolyn Ayers

Schedule

Weekly, from 9/3/2018 to 6/5/2019

Evidence of Completion

G2. If we implement the Eureka Math program with fidelity our students academic performance will improve in the areas of math. 1

🔑 G101031

G2.B1 Time and professional development. 2

🔑 B272353

G2.B1.S1 Doctors Inlet will provide training using the Eureka Math Program. Teachers will be able to visit other Eureka Model Schools and will be monitored by administrators using classroom walkthroughs. 4

🔑 S288388

Strategy Rationale

Professional development and Professional Learning Communities will improve instruction through collaboration of best practices and the development of common assessments. Instruction will use collaborative groups in all subject areas and individualized learning levels for math

Action Step 1 5

Professional Development provided for using Eureka curriculum, and the Framework for Intentional Learning and new progress monitoring programs.

Person Responsible

Kristi Mineo

Schedule

Weekly, from 9/3/2018 to 6/7/2019

Evidence of Completion

Weekly PLCs with sign in sheets; classroom walk-throughs; Lesson Plans; PLC logs documenting best practices.

Action Step 2 5

We will host regular data chats to determine academic growth of students and instructors proficiency in implementing new curriculums and programs.

Person Responsible

Kristi Mineo

Schedule

Weekly, from 8/8/2018 to 6/7/2019

Evidence of Completion

Weekly PLCs with sign in sheets, data meeting notes, classroom walk-throughs; Lesson Plans; PLC logs documenting best practices in progress monitoring.

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

iReady and the Framework for Intentional Learning implementation, new progress monitoring programs observed in walk-throughs and formal/informal observations

Person Responsible

Carolyn Ayers

Schedule

Weekly, from 8/8/2018 to 5/14/2019

Evidence of Completion

Sign-in sheets from Professional Development,classroom walk through and observation documentation, lesson plans.

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

Classroom Walk Throughs, Observations, and Lesson Plans

Person Responsible

Carolyn Ayers

Schedule

Weekly, from 8/8/2018 to 5/14/2019

Evidence of Completion

Weekly observations, weekly lesson plans, PLC logs

G3. If we work with our students in the lowest quartile groups for reading their learning gains will improve by 5% by using SIPPS, LLI, LAFS, and small group instruction by the EOY. 1

🔧 G101032

G3.B1 Several new teachers at Doctors Inlet & new teachers in FSA grade levels 2

🔧 B272354

G3.B1.S1 Weekly SIPPS, LLI, groups for phonemic awareness, LAFS 4

🔧 S288389

Strategy Rationale

To teach basic phonemic awareness skills/comprehension skills to our lowest quartile of students

Action Step 1 5

Establish Professional Learning Communities that meet weekly for one hour and host attendance meetings as needed.

Person Responsible

Kristi Mineo

Schedule

Weekly, from 8/8/2018 to 5/14/2019

Evidence of Completion

PLC logs documenting attendance conversations of students and communication methods attempted.

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

Professional Development along with Attendance Meeting Sign-In Sheets and Points

Person Responsible

Kristi Mineo

Schedule

Weekly, from 8/8/2017 to 5/14/2018

Evidence of Completion

Completed professional development points awarded and weekly sign-in sheets and logs.

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

Walk-throughs Formal/Informal Classroom Observation Instruments; PLC logs and the attendance meeting notes.

Person Responsible

Kristi Mineo

Schedule

Weekly, from 8/8/2018 to 5/14/2019

Evidence of Completion

Weekly Observations and copies of Formal/Informal Observations; PLC logs and attendance meeting notes

V. Professional Development Opportunities

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

G2. If we implement the Eureka Math program with fidelity our students academic performance will improve in the areas of math.

G2.B1 Time and professional development.

G2.B1.S1 Doctors Inlet will provide training using the Eureka Math Program. Teachers will be able to visit other Eureka Model Schools and will be monitored by administrators using classroom walkthroughs.

PD Opportunity 1

Professional Development provided for using Eureka curriculum, and the Framework for Intentional Learning and new progress monitoring programs.

Facilitator

Ruth Casias; Carolyn Ayers

Participants

Classroom Teachers

Schedule

Weekly, from 9/3/2018 to 6/7/2019

PD Opportunity 2

We will host regular data chats to determine academic growth of students and instructors proficiency in implementing new curriculums and programs.

Facilitator

Ruth Casias; Carolyn Ayers

Participants

Classroom Teachers

Schedule

Weekly, from 8/8/2018 to 6/7/2019

G3. If we work with our students in the lowest quartile groups for reading their learning gains will improve by 5% by using SIPPS, LLI, LAFS, and small group instruction by the EOY.

G3.B1 Several new teachers at Doctors Inlet & new teachers in FSA grade levels

G3.B1.S1 Weekly SIPPS, LLI, groups for phonemic awareness, LAFS

PD Opportunity 1

Establish Professional Learning Communities that meet weekly for one hour and host attendance meetings as needed.

Facilitator

Teacher Leaders

Participants

All Teachers

Schedule

Weekly, from 8/8/2018 to 5/14/2019

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	Mentoring Program Weekly	$0.00
2	G2.B1.S1.A1	Professional Development provided for using Eureka curriculum, and the Framework for Intentional Learning and new progress monitoring programs.	$0.00
3	G2.B1.S1.A2	We will host regular data chats to determine academic growth of students and instructors proficiency in implementing new curriculums and programs.	$0.00
4	G3.B1.S1.A1	Establish Professional Learning Communities that meet weekly for one hour and host attendance meetings as needed.	$0.00
		Total:	$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G3.B1.S1.MA1 🔍 M428241	Professional Development along with Attendance Meeting Sign-In Sheets and Points	Mineo, Kristi	8/8/2017	Completed professional development points awarded and weekly sign-in sheets and logs.	5/14/2018 weekly
G2.MA1 🔍 M428239	Lesson Plans, Walk-Throughs and Formal/Informal Observation Instruments	Ayers, Carolyn	8/8/2018	Weekly PLC logs, Lesson Plans, Walk Through Rubrics, and Formal/Informal Observation documentation	5/14/2019 weekly
G3.MA1 🔍 M428242	Walk Throughs and Formal/Informal Classroom Observation Instruments	Ayers, Carolyn	8/8/2018	Weekly Observation Logs and Observation documentation	5/14/2019 weekly
G2.B1.S1.MA1 🔍 M428237	Classroom Walk Throughs, Observations, and Lesson Plans	Ayers, Carolyn	8/8/2018	Weekly observations, weekly lesson plans, PLC logs	5/14/2019 weekly
G2.B1.S1.MA1 🔍 M428238	iReady and the Framework for Intentional Learning implementation, new progress monitoring programs...	Ayers, Carolyn	8/8/2018	Sign-in sheets from Professional Development,classroom walk through and observation documentation, lesson plans.	5/14/2019 weekly
G3.B1.S1.MA1 🔍 M428240	Walk-throughs Formal/Informal Classroom Observation Instruments; PLC logs and the attendance...	Mineo, Kristi	8/8/2018	Weekly Observations and copies of Formal/Informal Observations; PLC logs and attendance meeting notes	5/14/2019 weekly
G3.B1.S1.A1 🔍 A391200	Establish Professional Learning Communities that meet weekly for one hour and host attendance...	Mineo, Kristi	8/8/2018	PLC logs documenting attendance conversations of students and communication methods attempted.	5/14/2019 weekly
G1.MA1 🔍 M428236	We will use our attendance team, focus, reports and data from Achieve 3000, iReady Reading, and BAS...	Ayers, Carolyn	9/20/2018	We will pull focus attendance reports, grades for the students involved, as well as Achieve 3000 for 4-6th grades in conjunction with iReady and BAS reading levels to compare BOY to present performance.	6/5/2019 quarterly
G1.B1.S1.A1 🔍 A391197	Mentoring Program Weekly	Ayers, Carolyn	9/3/2018		6/5/2019 weekly
G2.B1.S1.A1 🔍 A391198	Professional Development provided for using Eureka curriculum, and the Framework for Intentional...	Mineo, Kristi	9/3/2018	Weekly PLCs with sign in sheets; classroom walk-throughs; Lesson Plans; PLC logs documenting best practices.	6/7/2019 weekly
G2.B1.S1.A2 🔍 A391199	We will host regular data chats to determine academic growth of students and instructors...	Mineo, Kristi	8/8/2018	Weekly PLCs with sign in sheets, data meeting notes, classroom walk-throughs; Lesson Plans; PLC logs documenting best practices in progress monitoring.	6/7/2019 weekly