

Ocean Palms Elementary School



2014-15 School Improvement Plan

Ocean Palms Elementary School

355 LANDRUM LN, Ponte Vedra Beach, FL 32082

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
11%

Alternative/ESE Center
No

Charter School
No

Minority
17%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | A | A | A | A |

School Board Approval

This plan is pending approval by the St. Johns 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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-----------------------------|
| Not In DA | 2 | Wayne Green |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission is "Pride and excellence through learning and leadership. Our focus is the child."

Provide the school's vision statement

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

School Environment

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

Ocean Palms has embraced the Seven Habits of Highly Successful Children along with the St. Johns County Character Counts Pillars. We have initiated a student leadership program where students are able to select leadership roles of interest to them. Teams are formed in and outside of the classroom where ideas are shared, and students experience activities with other children who have similar interests. Through this collaboration, students become involved with other children and together they enhance each other's leadership skills. These diverse leadership teams meet once or twice weekly throughout the year and become involved with other student leaders and staff. Through these leadership opportunities, our students share their cultures and build relationships with other children and adults.

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

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

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

The school-wide behavioral system includes facets of The Seven Habits for Happy Kids and the St. Johns County Pillars of Character. During the first week of school all students are introduced to the habits and pillars by the principal via the closed circuit television system. A concentration on one habit and one pillar per month are emphasized through the school's Book of the Month initiative. Using the

Book of the Month for a literary example, teachers provide in depth character lessons. Each Wednesday, grade level groups are presented with a guidance lesson which also focuses on the Pillar of the Month and the Habit of the Month. School personnel are provided with monthly activities and lesson resources to support a school-wide approach to teaching positive behavior and promoting character.

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

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

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

| Indicator | Grade Level | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 0 | 4 | 4 | 2 | 3 | 6 | 19 |
| One or more suspensions | 0 | 3 | 0 | 0 | 1 | 1 | 5 |
| Course failure in ELA or Math | 2 | 1 | 0 | 0 | 0 | 2 | 5 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 4 | 6 | 10 |

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

| Indicator | Grade Level | | Total |
|--|-------------|---|-------|
| | 1 | 5 | |
| Students exhibiting two or more indicators | 1 | 3 | 4 |

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

All students exhibiting two or more early warning indicators are monitored by the MTSS team on a bi-monthly basis. Adjustments to their current intervention plans are made as data indicates a necessity. Depending on the indicator, students are placed with school personnel for additional interventions, in addition to the classroom teacher, such as counseling, mentors, and academic tutoring.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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. Teachers are also encouraged to maintain positive relationships and effective communication through grade level websites, weekly newsletters, and individual parent-teacher conferences.

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

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

| Name | Title |
|---------------------|---------------------|
| Richardson, Jessica | Principal |
| Baker, Kasey | Assistant Principal |
| Susice, Kim | Instructional Coach |
| Womack, Marti | Psychologist |
| Ngai-Crim, Karin | Guidance Counselor |

Duties

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

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

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

Guidance Counselor- Karin Ngai-Crim-facilitate Rtl 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 Rtl paperwork, update Rtl database, review school wide progress monitoring, conduct guidance lessons on determined needs and updates staff on progress monitoring Rti progress and interventions.

Instructional Literacy Coach- Kim Susice-facilitate 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- Marti Womack-attend Rtl core meetings, facilitate gap analysis, file Rtl paperwork, update Rtl data base, participate in parent conferences, facilitate student assessments as needed, finalize Rtl packet and give to LEA.

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

At Ocean Palms we use the 4-step problem-solving model: Step 1, define an objective and measurable terms

the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to the stated goal.

Weekly our school MTSS core team meets to discuss SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly Rtl meetings to discuss individual student needs for those students not meeting grade level proficiency. An educational plan is formulated if needed, including intervention strategies where appropriate. Parents are invited at appropriate times and District involvement is solicited as needed. We also review our lowest quartile and communicate with teachers to ensure that we intervene if needed.

SAI money will be utilized to hire a certified instructional tutor. This selected individual will be a certified teacher, and 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 Tutor.

Title II funds will be utilized to purchase professional resources for our lowest 25% students. These resources will be aligned to Florida's Common Core Standards and will have a focus on non fiction text and writing. Any additional funds will also be utilized to pay for substitutes in order for teachers to participate in professional development.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|-------------------|----------------------------|
| April Gregory | Teacher |
| Patricia Shilling | Teacher |
| Jill Sheen | Teacher |
| Michelle Frecks | Teacher |
| Jill Frein | Teacher |
| Rebecca Lake | Teacher |
| Robyn Silber | Parent |
| Erika Marino | Parent |
| Melissa Edekwu | Parent |
| Stephanie Cills | Parent |
| Denver Cook | Parent |
| Michael Wicks | Parent |
| Marlene Sanders | Parent |
| Dawn Kroog | Parent |
| Melissa Jasick | Parent |
| Abby Stanford | Parent |
| Susan Sambo | Parent |
| Christi Leonard | Parent |
| Hector Lopez | Education Support Employee |
| Jody Lukacs | Parent |
| Trevor Rosendahl | Business/Community |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

At the initial 2014-2015 School Advisory Council data from last year's FCAT was reviewed with the team and stakeholders were provided with information on the evaluation of the plan, goals that were met, and areas of continued growth that created goals for the current year.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

We anticipate utilizing our SAC budget to pay for substitutes that will provide classroom coverage while our teachers receive professional development in implementing the Achieves 3000 digital Reading Program.

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

Funds were allocated to support our family math night and to ensure that each family that participated was able to acquire manipulatives and materials for use in the home.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|---------------------|---------------------|
| Susice, Kim | Instructional Coach |
| Ngai-Crim, Karin | Guidance Counselor |
| Richardson, Jessica | Principal |
| Baker, Kasey | Assistant Principal |
| Womack, Marti | Psychologist |

Duties

Describe how the LLT promotes literacy within the school

Major school-wide initiatives this year include the professional development and coaching on the use a regular, systemic classroom formative assessments and instructional techniques to insure 100% student engagement in order to meet the literacy 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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

In order to foster collaborative grade level teams who share and plan together, Ocean Palms has implemented a Lesson Study cycle for each teaching team on a quarterly basis. Teachers meet for a two-hour block for two consecutive weeks with their grade level peers. In their first two-hour block, they analyse data and then use that data to plan a unit and a specific lesson within that unit together. In the second two-hour block a week later, they share thoughts and artifacts about the progress of the planned unit thus far in their classrooms, as well as observe a fellow teacher teaching the pre-planned lesson from that unit. The teams offer insights gleaned from their observations about the effectiveness of that lesson and determine "next steps" moving forward. These collaborative blocks take place during the instructional day, while students attend a rotating schedule of resource lessons.

On a daily basis, teachers have a shared common planning time with others on their grade level. Other opportunities for teachers to work together are provided on Wednesday afternoons when teachers participate in grade-level meetings and optional Professional Learning Communities of their choice. One Wednesday per month is a Best Practice Symposium, where all instructional staff gather for sharing of information and ideas pertinent to all.

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

Our school district utilizes the JOBS 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 pre-selected 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.

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

Our mentoring design ensures a seamless transition for new staff into our school culture. Each new staff member 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction. In addition to what each teacher is doing to promote learning and measure student performance, District Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The

reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

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

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

Instructional Strategies

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

Continual data conversations take place through weekly MTSS meetings, weekly professional development, and individual teacher conferences with administration. Through this ongoing model, students individual learning needs are addressed and teachers and school leaders work collaboratively to plan for differentiation to remediate or enrich curriculum based on individual and group student data. Classroom teachers utilize learning goals and scales to differentiate instruction, instructional strategies, supplemental programs, and unique lesson planning provide opportunities for all students to learn and grow.

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

Strategy: After School Program

Minutes added to school year:

Ocean Palms has a robust after school enrichment program managed through the PTO. Community members and school staff offer a variety of learning opportunities such as Spanish, songwriting, art, drama, guitar, and dance.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Richardson, Jessica, jessica.richardson@stjohns.k12.fl.us

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

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

Our PTO provides a myriad of events and opportunities for new parents including an annual Newcomers Breakfast, and a "Boo-Hoo" 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.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

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.** All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas. Teachers will consistently utilize district-provided rubrics to inform instruction and guide student feedback.
- G2.** Increase the use of higher order questioning through complex text in order to allow students to master the Florida's Common Core State Standards in Literacy.
- G3.** To implement high yield reading strategies consistent with Florida's CCSS in order to incorporate them into the OPE teaching framework and to differentiate reading instruction for each child. These high yield strategies will be identified, monitored and evaluated.

Strategic Goals Detail

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

G1. All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas. Teachers will consistently utilize district-provided rubrics to inform instruction and guide student feedback. 1a

G036250

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA - English Language Arts - Proficiency Rate | 70.0 |

Resources Available to Support the Goal 2

- Professional literature for teacher book studies, time during the school day for training, District Language Specialist, Modified Wednesday schedule, professional development centered around new writing assessment and new rubrics.

Targeted Barriers to Achieving the Goal 3

- Time to train and implement.

Plan to Monitor Progress Toward G1. 8

Quarterly student writing samples

Person Responsible

Jessica Richardson

Schedule

Quarterly, from 8/27/2014 to 6/3/2015

Evidence of Completion

Increased proficiency on district quarterly assessments and overall proficiency on the ELA FSA

G2. Increase the use of higher order questioning through complex text in order to allow students to master the Florida's Common Core State Standards in Literacy. 1a

G036251

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 75.0 |

Resources Available to Support the Goal 2

- Professional Development-High Yield Strategies, Classroom Coaching

Targeted Barriers to Achieving the Goal 3

- Transition to new Florida Common Core State Standards

Plan to Monitor Progress Toward G2. 8

FSA, district wide assessment, school based assessments

Person Responsible

Kim Susice

Schedule

Quarterly, from 8/27/2014 to 6/3/2015

Evidence of Completion

Student growth and increase level of proficiency

Plan to Monitor Progress Toward G2. 8

Data reports from digital resources

Person Responsible

Kim Susice

Schedule

Quarterly, from 11/10/2014 to 5/29/2015

Evidence of Completion

data reports from digital resources

G3. To implement high yield reading strategies consistent with Florida's CCSS in order to incorporate them into the OPE teaching framework and to differentiate reading instruction for each child. These high yield strategies will be identified, monitored and evaluated. 1a

G036252

Targets Supported 1b

| Indicator | Annual Target |
|-------------------|---------------|
| ELA/Reading Gains | 75.0 |

Resources Available to Support the Goal 2

- Best practice educational books, current staff as onsite trainers, Florida Common Core State Standards, Resource Teachers as classroom teachers during training time weekly, and district staff as needed. Implementation of Achieve 3000 (KidBiz).

Targeted Barriers to Achieving the Goal 3

- Time to differentiate reading instruction for all students.

Plan to Monitor Progress Toward G3. 8

Marzano Observations

Person Responsible

Jessica Richardson

Schedule

Quarterly, from 9/29/2014 to 6/3/2015

Evidence of Completion

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

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas. Teachers will consistently utilize district-provided rubrics to inform instruction and guide student feedback. **1**

 G036250

G1.B1 Time to train and implement. **2**

 B086778

G1.B1.S1 We will utilize district language arts specialists to train teachers on the new assessment and new rubric (writing and responding across content areas) 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. All grade levels will participate in quarterly writing prompts. Professional development will take place before and after the quarterly writing responses to plan, debrief, and inform instruction. **4**

 S097478

Strategy Rationale

With all teachers being trained in a streamline manner, vertical alignment of writing instruction will occur.

Action Step 1 **5**

Professional Development around Quarterly writing assessments

Person Responsible

Kim Susice

Schedule

Quarterly, from 8/27/2014 to 6/3/2015

Evidence of Completion

Student writing samples and rubrics

Action Step 2 5

District Training on New Assessments and New Rubrics

Person Responsible

Kasey Baker

Schedule

On 9/25/2014

Evidence of Completion

Observations and walkthroughs, training sessions where we will compare writing samples and scoring

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

Vertical training and planning for common writing instruction and implementation of new standards and new rubrics

Person Responsible

Jessica Richardson

Schedule

Quarterly, from 8/27/2014 to 6/3/2015

Evidence of Completion

Student writing samples from quarterly assessments

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

Monitoring of Quarterly Student Writing Sample/Rubrics

Person Responsible

Jessica Richardson

Schedule

Quarterly, from 8/27/2014 to 6/3/2015

Evidence of Completion

Student writing samples and evidence of common scoring on the writing rubrics

G2. Increase the use of higher order questioning through complex text in order to allow students to master the Florida's Common Core State Standards in Literacy. 1

G036251

G2.B1 Transition to new Florida Common Core State Standards 2

B086780

G2.B1.S1 Professional Development 4

S097483

Strategy Rationale

With the full implementation of new standards and a new assessment system, professional development for instructional staff is a high priority.

Action Step 1 5

All Instructional staff will participate in tailored professional development quarterly through a modified resource schedule.

Person Responsible

Kim Susice

Schedule

Quarterly, from 8/27/2014 to 6/3/2015

Evidence of Completion

Reflective exit slips

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

Through classroom observation using the Marzano framework

Person Responsible

Jessica Richardson

Schedule

Monthly, from 8/27/2014 to 6/3/2015

Evidence of Completion

i-observation data collected on individual teachers

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

School data dashboard will be utilized on a monthly basis to analyze student data.

Person Responsible

Jessica Richardson

Schedule

Monthly, from 8/27/2014 to 6/3/2015

Evidence of Completion

Individual data on students to monitor progress

G2.B1.S2 Community/Family Showcase Night 4

 S129656

Strategy Rationale

If families and the community have awareness and education on the new FL standards and resources to support student learning, they can more effectively partner with the school to support student achievement.

Action Step 1 5

Families will have the opportunity to learn about the new FL standards and digital resources to support student achievement.

Person Responsible

Jessica Richardson

Schedule

On 10/27/2014

Evidence of Completion

Parent/Community Exit Slips

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

Families will complete an exit ticket at the end of the event.

Person Responsible

Jessica Richardson

Schedule

On 10/27/2014

Evidence of Completion

Exit tickets, conversations with parents after event, debrief at SAC monthly meeting, review exit tickets

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

Debrief of exit tickets at SAC monthly meeting

Person Responsible

Jessica Richardson

Schedule

On 11/13/2014

Evidence of Completion

Debrief of exit tickets at SAC monthly meeting

G3. To implement high yield reading strategies consistent with Florida's CCSS in order to incorporate them into the OPE teaching framework and to differentiate reading instruction for each child. These high yield strategies will be identified, monitored and evaluated. 1

G036252

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

B086782

G3.B1.S1 Train all staff on the implementation of Acheive 3000 to differentiate reading across content areas. 4

S097486

Strategy Rationale

This software will differentiate to meet the instructional needs of individual students.

Action Step 1 5

Implement Achieve 3000 in grades 2-5

Person Responsible

Jessica Richardson

Schedule

Weekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

student data reports from Achieve 3000

Action Step 2 5

Data review of Achieve 3000 reports

Person Responsible

Kim Susice

Schedule

Quarterly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Student reports from software program

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

data chats

Person Responsible

Kim Susice

Schedule

Quarterly, from 10/6/2014 to 6/3/2015

Evidence of Completion

artifacts and data reports from Achieve 3000 reports

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

review of data reports

Person Responsible

Kim Susice

Schedule

Quarterly, from 10/6/2014 to 6/3/2015

Evidence of Completion

formative and summative district data, EOCs, DFAs, FSA

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------|---|---------------------|-------------------------------|--|---------------------|
| G1.B1.S1.A1 | Professional Development around Quarterly writing assessments | Susice, Kim | 8/27/2014 | Student writing samples and rubrics | 6/3/2015 quarterly |
| G3.B1.S1.A1 | Implement Achieve 3000 in grades 2-5 | Richardson, Jessica | 10/6/2014 | student data reports from Achieve 3000 | 6/3/2015 weekly |
| G2.B1.S1.A1 | All Instructional staff will participate in tailored professional development quarterly through a modified resource schedule. | Susice, Kim | 8/27/2014 | Reflective exit slips | 6/3/2015 quarterly |
| G2.B1.S2.A1 | Families will have the opportunity to learn about the new FL standards and digital resources to support student achievement. | Richardson, Jessica | 10/27/2014 | Parent/Community Exit Slips | 10/27/2014 one-time |
| G1.B1.S1.A2 | District Training on New Assessments and New Rubrics | Baker, Kasey | 9/25/2014 | Observations and walkthroughs, training sessions where we will compare writing samples and scoring | 9/25/2014 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|---------------------|-------------------------------|--|---------------------|
| G3.B1.S1.A2 | Data review of Achieve 3000 reports | Susice, Kim | 10/6/2014 | Student reports from software program | 6/3/2015 quarterly |
| G1.MA1 | Quarterly student writing samples | Richardson, Jessica | 8/27/2014 | Increased proficiency on district quarterly assessments and overall proficiency on the ELA FSA | 6/3/2015 quarterly |
| G1.B1.S1.MA1 | Monitoring of Quarterly Student Writing Sample/Rubrics | Richardson, Jessica | 8/27/2014 | Student writing samples and evidence of common scoring on the writing rubrics | 6/3/2015 quarterly |
| G1.B1.S1.MA1 | Vertical training and planning for common writing instruction and implementation of new standards and new rubrics | Richardson, Jessica | 8/27/2014 | Student writing samples from quarterly assessments | 6/3/2015 quarterly |
| G2.MA1 | FSA, district wide assessment, school based assessments | Susice, Kim | 8/27/2014 | Student growth and increase level of proficiency | 6/3/2015 quarterly |
| G2.MA2 | Data reports from digital resources | Susice, Kim | 11/10/2014 | data reports from digital resources | 5/29/2015 quarterly |
| G2.B1.S1.MA1 | School data dashboard will be utilized on a monthly basis to analyze student data. | Richardson, Jessica | 8/27/2014 | Individual data on students to monitor progress | 6/3/2015 monthly |
| G2.B1.S1.MA1 | Through classroom observation using the Marzano framework | Richardson, Jessica | 8/27/2014 | i-observation data collected on individual teachers | 6/3/2015 monthly |
| G2.B1.S2.MA1 | Debrief of exit tickets at SAC monthly meeting | Richardson, Jessica | 11/13/2014 | Debrief of exit tickets at SAC monthly meeting | 11/13/2014 one-time |
| G2.B1.S2.MA1 | Families will complete an exit ticket at the end of the event. | Richardson, Jessica | 10/27/2014 | Exit tickets, conversations with parents after event, debrief at SAC monthly meeting, review exit tickets | 10/27/2014 one-time |
| G3.MA1 | Marzano Observations | Richardson, Jessica | 9/29/2014 | feedback on iobservation, Lesson Plans and curriculum maps, student work, teacher questioning in context, and formative and summative assessment in the classroom. | 6/3/2015 quarterly |
| G3.B1.S1.MA1 | review of data reports | Susice, Kim | 10/6/2014 | formative and summative district data, EOCs, DFAs, FSA | 6/3/2015 quarterly |
| G3.B1.S1.MA1 | data chats | Susice, Kim | 10/6/2014 | artifacts and data reports from Achieve 3000 reports | 6/3/2015 quarterly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas. Teachers will consistently utilize district-provided rubrics to inform instruction and guide student feedback.

G1.B1 Time to train and implement.

G1.B1.S1 We will utilize district language arts specialists to train teachers on the new assessment and new rubric (writing and responding across content areas) 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. All grade levels will participate in quarterly writing prompts. Professional development will take place before and after the quarterly writing responses to plan, debrief, and inform instruction.

PD Opportunity 1

Professional Development around Quarterly writing assessments

Facilitator

ILC-Kim Susice Experts within the building District

Participants

All Teachers

Schedule

Quarterly, from 8/27/2014 to 6/3/2015

PD Opportunity 2

District Training on New Assessments and New Rubrics

Facilitator

ILC- Kim Susice Kasey Baker Grade level writing experts

Participants

all teachers

Schedule

On 9/25/2014

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

G2.B1 Transition to new Florida Common Core State Standards

G2.B1.S1 Professional Development

PD Opportunity 1

All Instructional staff will participate in tailored professional development quarterly through a modified resource schedule.

Facilitator

Kimberly Susice

Participants

all instructional staff

Schedule

Quarterly, from 8/27/2014 to 6/3/2015

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

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

G3.B1.S1 Train all staff on the implementation of Acheive 3000 to differentiate reading across content areas.

PD Opportunity 1

Data review of Achieve 3000 reports

Facilitator

ILC- Kimberly Susice

Participants

teachers, students

Schedule

Quarterly, from 10/6/2014 to 6/3/2015

Technical Assistance Items

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

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

G2.B1 Transition to new Florida Common Core State Standards

G2.B1.S2 Community/Family Showcase Night

PD Opportunity 1

Families will have the opportunity to learn about the new FL standards and digital resources to support student achievement.

Facilitator

Jessica Richardson

Participants

OPES Families/Community

Schedule

On 10/27/2014

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

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

G3.B1.S1 Train all staff on the implementation of Achieve 3000 to differentiate reading across content areas.

PD Opportunity 1

Implement Achieve 3000 in grades 2-5

Facilitator

Achieve 3000 consultant, ILC, principal, assistant principal

Participants

teachers and students

Schedule

Weekly, from 10/6/2014 to 6/3/2015

Budget Rollup

| Summary | |
|---|------------|
| Description | Total |
| Goal 3: To implement high yield reading strategies consistent with Florida's CCSS in order to incorporate them into the OPE teaching framework and to differentiate reading instruction for each child. These high yield strategies will be identified, monitored and evaluated. | 700 |
| Grand Total | 700 |

| Goal 3: To implement high yield reading strategies consistent with Florida's CCSS in order to incorporate them into the OPE teaching framework and to differentiate reading instruction for each child. These high yield strategies will be identified, monitored and evaluated. | | |
|---|--------------------------|------------|
| Description | Source | Total |
| B1.S1.A1 - SAC monies will be utilized to pay for substitutes so that grade level representatives can be trained on the Achieve 3000 program. | School Improvement Funds | 700 |
| Total Goal 3 | | 700 |