

# Oak Hammock K 8 School



2014-15 School Improvement Plan

## Oak Hammock K 8 School

1251 SW CALIFORNIA BLVD, Port St Lucie, FL 34953

<http://www.stlucie.k12.fl.us/oak/>

### School Demographics

**School Type**

Combination

**Title I**

Yes

**Free/Reduced Price Lunch**

68%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

62%

### School Grades History

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

### School Board Approval

This plan is pending approval by the St. Lucie 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	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Teachers will design authentic and satisfying work that will challenge and engage every child, equipping each to become a productive member of a global society.

##### Provide the school's vision statement

Oak Hammock K-8 School will be a vibrant learning environment that nurtures each student to continuously improve academic performance. The students will learn to become contributing citizens in a school community that is respectful, responsible, safe, and positive. The school will foster a love of teaching and learning for students to carry through to graduation, so they may reach their full potential in life.

#### School Environment

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

I. Kids at Hope School – Oak Hammock K-8 is a Kids at Hope school which means that we create a culture in which we believe that every child is capable of success without exception. Three “Universal Truths” create the foundation of this culture: children succeed when they are surrounded by adults who believe they can succeed; children succeed when they have meaningful and sustainable relationships with caring adults; and, children succeed when they can articulate their futures. Kids at Hope is not a program, but rather a cultural framework in which we use shared positive language to talk about children’s talents, skills, and intelligence which can be applied to current and future personal and academic successes. As adults, we serve as “Treasure Hunters” searching for the greatness in every child. We care about the current and future welfare of all of our students and ensure that they have an adult on campus whom they trust and consider a caring adult (“Aces”). We have high expectations and create safe environments in which students can take academic and personal risks and feel successful. We are purposeful and intentional in letting our students know we believe in them and in their futures. To create a culture of hope, we guide students as they “time travel” into their potential futures to see not only what academic and professional successes they may have, but help them to also envision their personal future “destinations” of home and family, community and service, and hobbies and recreation. We guide students see how their current interests and talents can help them in their futures, areas in which to grow, and how to make choices that will allow their future dreams to become reality.

II. Positive Behavior Support – In establishing expectations for fair and equitable behavior we can build relationships with students so that they feel they are in a safe school environment and can come to the teacher with any concerns. We can gather positive information by highlighting student interests and accomplishments. In building a sense of classroom community we can engage students in real world situations based on their interests and culture which will allow them to be more engaged in their learning and feel a sense of a positive relationship between teacher and student.

III. St. Lucie Public Schools’ Framework for Quality Teaching and Learning includes specific strategies for teachers that focus on building relations with students

I. Design Question 8: Establishing and Maintaining Effective Relationships with Students includes the following elements:

I. Understanding students interest and background

- II. Using verbal and nonverbal behaviors that indicate affection for students
- III. Displaying objectivity and control

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

- I. Positive Behavior Support - through the use of PBS, students are recognized through tokens such as Osprey Dollars for being safe and respectful. Students understand that faculty/staff are promoting a safe environment by seeing them hand out Osprey Dollars.
- II. Through our bullying program, students know they have a way to communicate with teachers when they feel uncomfortable around others.
- III. The St. Lucie School Board Bullying Policy – Staff provides the student with information on policies and how to report suspected bullying. Strategies are shared with students to be used when necessary
- IV. Students feel respected before school when they are rewarded with Osprey dollars for showing respect in the hallways on the way to class. During school, students feel respected when they are listened to and are held to the same accountability as others.
- V. Kids at Hope as outlined in 2a, focuses on caring adults who are committed to search for the treasure that exist in all children and youth. Students and staff recite daily pledges that include statements that all students are talented, smart, and capable of success, no exception.
- VI. Staff on Duty before school, during class changes, during lunch and during the school's dismissal
- VII. Cafeteria Breakfast
- VIII. Intramural Sports
- IX. Champs

**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**

- I. Positive Behavior Support – PBS allows for lessons to be taught in the beginning and throughout the school year to reinforce the school wide expectation of being safe, responsible, respectful, and positive. Reinforcing these expectations it promotes student engagement in class. When other students see a student being recognized for showing an expectation the rest of the class will usually attempt their best to attend to the same caliber of the given expectation to show in class. We uphold a school wide protocol for establishing disciplinary action. Our expectations are clearly stated throughout the school and voiced over the morning announcements daily. Training is provided for all teachers in the beginning of the year as well as a booster training mid year. New teachers are given instructions on how to recognize and reward students displaying our four school wide expectations.
- II. Utilizing the Multi Tiered Support System to provide Response To Intervention for behavioral concerns as well as academics. The staff are trained by guidance counselors.
- III. Intercom usage is kept to an absolute minimal during instruction time.
- IV. Positive Behavior School
- V. Kids at Hope
- VI. St. Lucie County Code of Conduct identifies district behavioral expectations, policies and procedures for students, staff and parents.

**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**

- I. ACES Tracking – At Oak Hammock K-8 we know that students succeed when they have meaningful and sustainable relationships with caring adults. Our goal is to ensure that every child on our campus has caring adults (“Aces”) at school.  
To meet this goal, Oak Hammock K-8 participates in Kids at Hope Aces Tracking, an online tracking

program in which students identify their caring adults. Students identify which faculty, staff, and off-campus adults care for them, have high expectations of them, and make them feel successful. Tracking this information serves multiple purposes. Firstly, it gives students time to reflect on those caring adults with whom they feel a connection. Secondly, it helps us provide support for students when needed: if a student is upset or needing support, we can go to that child's Ace to help them. Thirdly, it allows us to identify those students who state that they do not have an adult they feel a connection with on campus. We can then work to try to find an adult with whom that child can form a meaningful and sustainable relationship. At Oak Hammock we believe that all students are capable of success, and we strive to ensure that every one of our students has an Ace.

II. Behavior Intervention Groups provide supports for small groups of students identified through Problem Solving Teams, Rtl, IEP or 504 teams

III. School Guidance Program provides immediate care to students concerns including personal, family and interactions with peers at school. Guidance coordinates support with district services and community agencies to meet the needs of the students and their families.

IV. Problem Solving Teams are convened to address issues with individual students that are not responding to tier one interventions.

V. After School activities provide creative outlets for students, these include the Art Club, Odyssey of the Mind and Intramural Sports

### 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

I. St. Lucie School District has developed a Student Watch List that uses indicators for areas of concern that identifies students that are beginning to possibly disconnect from their learning environment. This system includes the indicators that are identified from Florida Department of Education as Early Warning System indicators and in addition the schools can add the following indicators to be monitored:

#### 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	6	7	8	
Attendance below 90 percent	23	13	20	11	10	16	18	29	4	144
One or more suspensions	6	1	19	15	19	18	26	47	41	192
Course failure in ELA or Math	0	1	11	6	10	16	40	37	15	136
Level 1 on statewide assessment	0	0	0	38	54	102	148	130	150	622

*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		
Students exhibiting two or more indicators		1	1	20	21	40	58	57	74	10	282

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

I. Attendance committee meetings - Monthly meetings are held to discuss attendance and related issues such as chronic tardiness or early dismissal. The attendance clerk, school social worker, guidance counselor and administration work together to identify concerns and problem solve available services and interventions. Automated voice messages are sent to parents to ensure that they are aware of any absences of students. Guidance counselor, social worker, and attendance clerk communicate with families to provide information and services. In extreme situations, the social worker also works with truancy resources through the judicial system.

II. Multi Teired Support System (MTSS)- Students in need of interventions are identified based on academic or behavioral data. Through collaborative meetings with teachers, guidance counselor, school psychologist, instructional coach, math coach, behavior analyst, and other identified personnel, student needs and concerns are addressed. Students are placed in an intervention group (ratio of 8:1) based on their deficiency. Students placed in a Tier 2 intervention group that focuses on fluency are progressed monitored every 10 days on a probe that targets the specific intervention. For students that are in an intervention group that focuses on comprehension, they are progress monitored every 20 days using the Dibels Daze probes. All data collected is graphed in order to determine the rate of progress over time. Every eight weeks a team of identified personnel meet to review and discuss the progress of the students receiving interventions. Students that have shown progress that exits them from the intervention groups are placed in a supplemental group or an enrichment group. Students that are making steady progress continue with the intervention. For students that are not successful with the intervention, the team problem solves by reviewing data and attendance to either continue with the intervention, provide a different Tier 2 intervention or include a Tier 3 intervention which is more intensive. Any student that receives a Tier 3 intervention (3:1 ratio) is progress monitored more frequently to determine rate of success. Academic interventions may include but are not limited to Wilson Foundations, Earobics, Journey Tool Kit, and Read 180. For behavioral intervention, the same process is followed. These interventions may include but are not limited to Social Skills, Great Leaps, Behavior Improvement Plan, and Behavior Intervention Plan.

III. After School Camp- Through an after school tutoring program, students received additional instruction in the areas of reading, math, or writing in order to target deficiencies in mastery of standards. Students for the program are identified by teachers based on data determined by the leadership team. Problem Solving Teams

IV. Problem Solving Teams- Participants for these meetings are determined by the needs of the students. Team meetings are scheduled for groups of students and individual students. For groups of students, teams meet to review progress monitoring data of students receiving interventions and make decisions for students to exit, continue, modify, or enter interventions. For individual students, problem solving teams meet to discuss specific student progress and effectiveness of interventions. Parents are invited to attend when meetings are held for individual students.

V. Positive Behavior Support(PBS) – The PBS team is composed of team members that represent multiple grade levels and arenas of the school. Meetings are held the first and third Thursday of every month for one hour. The team reviews school-wide data to determine the effectiveness of the positive behavior supports. Through brainstorming, decisions are made for teacher incentives, student events, school-wide events and fundraisers. Surveys are also used among staff and students to guide in decision making. By completing the Benchmarks of Quality Instrument, members assess the effectiveness of the program and incentives.

## 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?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/181726>.

**Description**

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

**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**

- I. Parent Teacher Organization quarterly general meetings
- II. PTO Partners with local business to support our faculty, staff and students
- III. SAC Business partners are involved in decision making processes that involve professional development, data, and other school-wide decisions.
- IV. School Advisory Committee, Business Partners
- V. Literacy Nights

**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
Peterson, Carmen	Principal
Jay, Kimberly	Assistant Principal
Arnett, Michael	Assistant Principal

**Duties**

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

Effective leadership at Oak Hammock K-8 utilize many collaborative teams that share the leadership responsibilities. These teams include the Administrative team (principal and assistant principals), Leader of leaders (administration and department leaders), Behavior Intervention (Administration, deans and guidance counselors), Literacy Council (Instructional coach, media center specialist, administration), Department and Grade Level Teams,

**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**

Oak Hammock staff review all available personnel, instructional, and curricular resources to determine best use for students. This begins with the master schedule process in the prior spring when administration, ESE staff, classroom teachers, district support personnel, and Florida Inclusion Network personnel meet to assess individual student needs and available ESE and general education

personnel resources. Once all ESE students have been scheduled master school-wide scheduling is completed with student academic needs as the basis. State adopted curriculum resources are purchased with district and school funds. Supplemental materials are identified by grade groups and teams for purchase with school funds. Through monthly Leader of Leader meetings, which include grade level and department representation, data is analyzed to identify school-wide needs. Recommendations are made by the leaders. On-going professional development is provided to facilitate the use and fidelity of supplemental materials. Technology inventory, textbook inventory and equipment inventories are maintained by designated staff. Problem solving activities take place at leadership team meetings to ensure resources are applied for the highest impact. Title 1 funded resources are allocated following meetings with Title 1 personnel and school based personnel, including administration and leadership team members. School sub committees are also included in resource allocation-these include the Safety Committee, the PBS committee, the Kids at Hope Committee, the Attendance Committee, Literacy Council, Problem Solving Team, MTSS Core team, IEP Teams, and 504 Teams.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Beatrice Dejoie	Parent
Jean Demergeau	Parent
Norma Figueroa	Parent
Lori Lange	Parent
Audra Mariz	Parent
Susan Romano	Parent
Mrs. Futo	Business/Community
Mr. Velez	Business/Community
Ms. McCorrison	Business/Community
Pamela Koch	Teacher
Dorothy Levin	Teacher
Christian Perez	Teacher
Alison Seaton	Teacher
Vivian Sides	Teacher
Michelle Thomas	Teacher
Carmen Peterson	Principal

#### 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*

The evaluation of the plan was on-going. At each meeting data tied to school improvement goals was shared and reviewed. FCAT Writing Assessment scores which were received before the end of the school year were discussed, and FCAT Reading, Math, Science and End of Course will be reviewed at the first SAC meeting of the 2014-2015 school year

*Development of this school improvement plan*

ISchool based staff, including administration and teachers, prepared a Draft School Improvement Plan. The Draft will be presented at the first School Advisory Council meeting of the year. SAC?be presented to the SAC at the first meeting.

*Preparation of the school's annual budget and plan*

School based staff has prepared the annual budget and plan based on District allocations. This will also be presented to the SAC at the first meeting.

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

Oak Hammock K-8 expended \$184,200 on Professional development for the staff. The Professional Development included: Collaborative Planning Lesson Study, Math Coaching, Instructional Coaching, Writing Consultant, Write for the Future, Thinking Maps, Response to Literature, and Common Core Training

**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
Jay, Kimberly	Assistant Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The literacy leadership team engages in on-going literacy activities both within the school day and after school hours. Activities include but are not limited to school-wide literacy events such as: book related door decorating contests, character day parade, Battle of the Books, Sunshine State Readers, Family Literacy Nights, open library accessibility, summer library hours, book exchanges for students and families, Boo for Books, Author of the Month, student designed bookmark contest, inviting local library staff for library cards, Young Adult Choice Books, primary and intermediate library, Jump Start's Read for the Record and inviting authors and "Celebrity" readers to interact with students. In addition, professional development for staff is provided on eBook's.

**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**

- a. Weekly collaborative planning within grade groups (K – 5) and subject area (6 – 8)
- b. Quarterly collaborative planning with support from instructional coach and district personnel.
- c. St. Lucie Public School Frameworks, Domain 2 (Planning), 3(Reflections) and 4 (Colligiality)

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

- a. Monthly NEST meetings
- b. Assigned mentors for level 1.1 and 1.2 (first and second year) teachers
- c. Continuous professional development on the St. Lucie Public School Framework
- d. District professional development
- e. Champs, Positive Behavior Support and K@H professional development
- f. St. Lucie Public School Recruitment Fair
- g. Teachers-teachers.com to recruit highly qualified teachers

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

- a. Mentors and mentees are paired based on common grade level / subject area when possible
- b. Monthly NEST meetings for 1.1 (first year) teachers. 1.2 (second year) teachers are encouraged and welcomed to attend.
- c. Mentors are invited to attend professional development from the school district
- d. Saturday professional development available for 1.1 teachers

## **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***

- I. Teachers are provided professional development on planning and creating assessment (formative and summative) based on standards
- II. Lesson plans include common core statements
- III. Information and formal observations provide feedback on the alignment of scope and sequence and Florida standards.
- IV. Math and instructional coach provide feedback & are resources for planning instruction.
- V. Administrators and coaches work with teachers on "unpacking" of standards throughout the school year.
- VI. Teachers use state adopted materials for instruction and planning.
- VII. Coaches provide assistance to staff on the use of CPalms.
- VIII. Supplemental programs and materials are submitted to the District Curriculum Department for approval and alignment to the Florida Standards.
- IX. Ongoing professional development on St. Lucie Public School's Framework for Quality Teaching and Learning including use of the collaborative planning tool for standards based instruction.

#### **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***

- I. Data is used by teachers to develop daily leveled groups for differentiated reading and math instruction. Groups are fluid and change based on student needs. Teachers review data from State Assessments, Easy CBM, District Informative Assessments. Teachers use classroom progress monitoring/formative assessments to meet student instructional needs.
- II. During a daily 30 minute intervention/enrichment block, students are identified based on data to receive a level of instruction. Students receive supplemental instruction during the intervention/

enrichment block of the school day to provide them additional instruction in order to achieve proficiency. Students receive enrichment instruction to maintain or increase to advanced levels on state assessments. For students receiving intervention, progress monitoring will occur every 10 days for fluency and every 20 days for comprehension.

**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:** 1,440

Challenge camp - Students were identified by teacher based on academic need. Students were provided additional instruction in reading, math or writing twice per were for 8 weeks

**Strategy Rationale**

Student progress monitoring identified a need for additional supports in core curriculum

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Jay, Kimberly, kimberly.jay@stlucieschools.org

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

Review of FCAT data and progress monitoring data.

**Strategy:** Extended School Day

**Minutes added to school year:** 5,760

Title 1 STEM Camp - Students were identified by Title I District personnel based on progress monitoring data. Students were provided additional instruction in reading, math, or science twice per week for 32 weeks.

**Strategy Rationale**

Student progress monitoring identified a need for additional supports in core curriculum

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Jay, Kimberly, kimberly.jay@stlucieschools.org

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

Review of FCAT data and progress monitoring data

**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***

- I. The school welcomes the students the 1st day of school, using a motivational tunnel, with members of the school and community. This is part of the Kids at Hope program and PBS.
- II. Students are to receive Osprey dollars and praise for following school expectations as a reward to build positive behaviors. This occurs across grade levels.
- III. Students are kept in single teacher classrooms for core subjects in grade K-5.
- IV. As students transition into the middle grades, information is provided to them about the opportunities that exist and the experiences of being in a team environment.
- V. In grade 6, students are placed on teams. They experience more freedom, while being closely monitored.
- VI. Students select their electives and advanced courses for grades 7 and 8 in a departmentalized structure that prepares them for structure of high school.
- VII. The high schools conduct an orientation for the students that are assigned to them, discussing their programs and opportunities.
- VIII. Students who are new to the school throughout the year are generally greeted by the school counselor and are welcomed. The counselors get to know the students, answer question, and help them settle in.
- IX. Relationships have been built by various staff members, evidenced by students who have graduated, returning to visit with teachers.

**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***

N/A

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

N/A

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

N/A

***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***

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** By June 2015, teachers will receive professional development, and implement with fidelity standards based instruction focusing on ELA, Mathematics, Science, and Social Studies core curriculum areas, supported by the St. Lucie County Framework for Quality Teaching and Learning. Focus will include higher complexity questioning and tasks, depth of knowledge, levels of complexity, and progress monitoring imbedded in collaborative planning.

## 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.** By June 2015, teachers will receive professional development, and implement with fidelity standards based instruction focusing on ELA, Mathematics, Science, and Social Studies core curriculum areas, supported by the St. Lucie County Framework for Quality Teaching and Learning. Focus will include higher complexity questioning and tasks, depth of knowledge, levels of complexity, and progress monitoring imbedded in collaborative planning. **1a**

G042551

**Targets Supported** **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
AMO Reading - All Students	67.0
ELA/Reading Lowest 25% Gains	73.0
ELA/Reading Gains	70.0
AMO Math - All Students	68.0
Math Gains	75.0
Math Lowest 25% Gains	76.0
Algebra I EOC Pass Rate	95.0
Geometry EOC Pass Rate	90.0

**Resources Available to Support the Goal** **2**

- Math and Instructional Coaches
- Collaborative Planning within a common planning period
- St. Lucie Public School's Framework for Quality Teaching and Learning

**Targeted Barriers to Achieving the Goal** **3**

- New LAFS and MAFS that need to be unwrapped and understood. Teachers need support to reach the full rigor and depth of knowledge for the standards
- Time for in-depth collaborative planning

**Plan to Monitor Progress Toward G1.** **8**

Students will be given comprehensive progress monitoring assessment twice during the year. The data collected from the assessments will provide information to determine the effectiveness of the strategy towards the goals of increased student proficiency and learning gains.

**Person Responsible**

Michael Arnett

**Schedule**

Semiannually, from 9/15/2014 to 2/3/2015

**Evidence of Completion**

Formative data from the comprehensive assessments will be used on data walls to determine where emphasis needs to be applied to increase student achievement.

## 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.** By June 2015, teachers will receive professional development, and implement with fidelity standards based instruction focusing on ELA, Mathematics, Science, and Social Studies core curriculum areas, supported by the St. Lucie County Framework for Quality Teaching and Learning. Focus will include higher complexity questioning and tasks, depth of knowledge, levels of complexity, and progress monitoring imbedded in collaborative planning. **1**

 G042551

**G1.B1** New LAFS and MAFS that need to be unwrapped and understood. Teachers need support to reach the full rigor and depth of knowledge for the standards **2**

 B104339

**G1.B1.S1** Provide professional development and use common planning time to unwrap standards and plan high quality instruction in core curriculum areas. Professional development support for instructional staff will include scope and sequence aligned with the Florida Standards, Florida Standards Assessment Test Item Specifications, Math and Literacy routines, use of CPALMs, and content area instructional strategies. **4**

 S115740

### Strategy Rationale

New staff is not familiar with the process of unwrapping standards; in addition, some staff have changed grade levels or subject areas.

### Action Step 1 **5**

Plan and Implement professional development for teachers in all four of the identified areas including follow-up and materials

#### Person Responsible

Michael Arnett

#### Schedule

Monthly, from 9/24/2014 to 5/20/2015

#### Evidence of Completion

Sign in sheets, Agendas, Power Points

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

Monitored during collaborative planning. Evaluators and coaches will collect the data using a rubric to measure the instructors developing common grade lesson plans and assessments collaboratively.

**Person Responsible**

Michael Arnett

**Schedule**

Weekly, from 9/24/2014 to 5/29/2015

***Evidence of Completion***

Data collected from the rubrics will provide evidence of the growth as the instructors become proficient with the collaborative planning process.

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

The collaborative planning tool will be used to measure the effectiveness of the collaborative planning time.

**Person Responsible**

Michael Arnett

**Schedule**

Weekly, from 9/24/2014 to 5/29/2015

***Evidence of Completion***

Collaborative planning tools will be collected from weekly meetings. These tools will serve as the minutes of the meeting to capture the data of the instructors unpacking the new standards and collaborating on developing high complexity lessons.

**G1.B2** Time for in-depth collaborative planning **2**

 B104508

**G1.B2.S1** Half day professional development to all teachers to work in a collaborative setting together at the same time. **4**

 S116961

**Strategy Rationale**

Additional uninterrupted time to collaboratively plan

**Action Step 1** **5**

Teachers who teach like grades and or subject matter will be released for a half a day in order that they have common time to collaboratively plan.

**Person Responsible**

Michael Arnett

**Schedule**

Quarterly, from 9/24/2014 to 5/20/2015

**Evidence of Completion**

Teachers will be required to sign in on an attendance sheet at the beginning and fill out a reflection exit sheet stating what was accomplished at the end.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

Teachers will be required to work from a collaborative planning tool with a pre-set agenda in order to accomplish a specific collaboratively planned task.

**Person Responsible**

Michael Arnett

**Schedule**

Quarterly, from 9/24/2014 to 5/20/2015

**Evidence of Completion**

Facilitator will collect the agenda, the collaborative worksheet and the reflection sheet from each teacher. The facilitator will also collect a copy of the product that was produced during the common collaboration time.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Monitor how the grade level weekly planning time is being utilized to see if less work is being put towards the planning piece and more emphasis being put on student work, and conversations around students.

**Person Responsible**

Michael Arnett

**Schedule**

Quarterly, from 9/24/2014 to 5/20/2015

**Evidence of Completion**

Math and Instructional Coaches will take notes on the Collaboration tool worksheet stating what took place in the grade level weekly common planning meetings. These will be collected and reviewed during Leadership meetings.

**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	Plan and Implement professional development for teachers in all four of the identified areas including follow-up and materials	Arnett, Michael	9/24/2014	Sign in sheets, Agendas, Power Points	5/20/2015 monthly
G1.B2.S1.A1	Teachers who teach like grades and or subject matter will be released for a half a day in order that they have common time to collaboratively plan.	Arnett, Michael	9/24/2014	Teachers will be required to sign in on an attendance sheet at the beginning and fill out a reflection exit sheet stating what was accomplished at the end.	5/20/2015 quarterly
G1.MA1	Students will be given comprehensive progress monitoring assessment twice during the year. The data collected from the assessments will provide information to determine the effectiveness of the strategy towards the goals of increased student proficiency and learning gains.	Arnett, Michael	9/15/2014	Formative data from the comprehensive assessments will be used on data walls to determine where emphasis needs to be applied to increase student achievement.	2/3/2015 semiannually
G1.B1.S1.MA1	The collaborative planning tool will be used to measure the effectiveness of the collaborative planning time.	Arnett, Michael	9/24/2014	Collaborative planning tools will be collected from weekly meetings. These tools will serve as the minutes of the meeting to capture the data of the instructors unpacking the new standards and collaborating on developing high complexity lessons.	5/29/2015 weekly
G1.B1.S1.MA1	Monitored during collaborative planning. Evaluators and coaches will collect the data using a rubric to measure the instructors developing common grade lesson plans and assessments collaboratively.	Arnett, Michael	9/24/2014	Data collected from the rubrics will provide evidence of the growth as the instructors become proficient with the collaborative planning process.	5/29/2015 weekly
G1.B2.S1.MA1	Monitor how the grade level weekly planning time is being utilized to see if less work is being put towards the planning piece and more emphasis	Arnett, Michael	9/24/2014	Math and Instructional Coaches will take notes on the Collaboration tool worksheet stating what took place in the grade level weekly common planning	5/20/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	being put on student work, and conversations around students.			meetings. These will be collected and reviewed during Leadership meetings.	
G1.B2.S1.MA1	Teachers will be required to work from a collaborative planning tool with a pre-set agenda in order to accomplish a specific collaboratively planned task.	Arnett, Michael	9/24/2014	Facilitator will collect the agenda, the collaborative worksheet and the reflection sheet from each teacher. The facilitator will also collect a copy of the product that was produced during the common collaboration time.	5/20/2015 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.** By June 2015, teachers will receive professional development, and implement with fidelity standards based instruction focusing on ELA, Mathematics, Science, and Social Studies core curriculum areas, supported by the St. Lucie County Framework for Quality Teaching and Learning. Focus will include higher complexity questioning and tasks, depth of knowledge, levels of complexity, and progress monitoring imbedded in collaborative planning.

**G1.B1** New LAFS and MAFS that need to be unwrapped and understood. Teachers need support to reach the full rigor and depth of knowledge for the standards

**G1.B1.S1** Provide professional development and use common planning time to unwrap standards and plan high quality instruction in core curriculum areas. Professional development support for instructional staff will include scope and sequence aligned with the Florida Standards, Florida Standards Assessment Test Item Specifications, Math and Literacy routines, use of CPALMs, and content area instructional strategies.

### PD Opportunity 1

Plan and Implement professional development for teachers in all four of the identified areas including follow-up and materials

#### Facilitator

Administrators, Math Coach, Literacy Coach, District Instructional Support, Consultants

#### Participants

Identified Faculty and Staff

#### Schedule

Monthly, from 9/24/2014 to 5/20/2015

## Technical Assistance Items

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

**G1.** By June 2015, teachers will receive professional development, and implement with fidelity standards based instruction focusing on ELA, Mathematics, Science, and Social Studies core curriculum areas, supported by the St. Lucie County Framework for Quality Teaching and Learning. Focus will include higher complexity questioning and tasks, depth of knowledge, levels of complexity, and progress monitoring imbedded in collaborative planning.

### **G1.B2** Time for in-depth collaborative planning

**G1.B2.S1** Half day professional development to all teachers to work in a collaborative setting together at the same time.

#### **PD Opportunity 1**

Teachers who teach like grades and or subject matter will be released for a half a day in order that they have common time to collaboratively plan.

##### **Facilitator**

Math and Instructional Coaches

##### **Participants**

Teachers

##### **Schedule**

Quarterly, from 9/24/2014 to 5/20/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> By June 2015, teachers will receive professional development, and implement with fidelity standards based instruction focusing on ELA, Mathematics, Science, and Social Studies core curriculum areas, supported by the St. Lucie County Framework for Quality Teaching and Learning. Focus will include higher complexity questioning and tasks, depth of knowledge, levels of complexity, and progress monitoring imbedded in collaborative planning.	18,000
<b>Grand Total</b>	<b>18,000</b>

**Goal 1: By June 2015, teachers will receive professional development, and implement with fidelity standards based instruction focusing on ELA, Mathematics, Science, and Social Studies core curriculum areas, supported by the St. Lucie County Framework for Quality Teaching and Learning. Focus will include higher complexity questioning and tasks, depth of knowledge, levels of complexity, and progress monitoring imbedded in collaborative planning.**

Description	Source	Total
B1.S1.A1 - Consultants, Training Materials, Substitutes, Conference expenses	Title I Part A	5,000
B2.S1.A1 - Notes: Funds used for substitute teachers	Title I Part A	13,000
<b>Total Goal 1</b>		<b>18,000</b>