

Oakcrest Elementary School



2014-15 School Improvement Plan

Oakcrest Elementary School

1820 HOLLYWOOD AVE, Pensacola, FL 32505

www.escambia.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
100%

Alternative/ESE Center
No

Charter School
No

Minority
83%

School Grades History

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

School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

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
Focus	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at Oakcrest Elementary is to serve: Every Student...Every Day...Whatever it Takes!

Provide the school's vision statement

The Oakcrest Family will use preventative, teaching, and reinforcement-based strategies every day to create a positive learning environment for students, parents, faculty, and staff. We believe that parent/family involvement is very important to student achievement, and we will provide many opportunities for our parents to be involved in their children's education.

School Environment

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

Teachers make contact with families prior to the beginning of school and are required to maintain and document that contact throughout the school year. We also schedule monthly family nights to help foster parent involvement. These are instrumental in building important relationships with families. The school utilizes the Positive Behavior Support system which promotes forging relationships between teachers and their students. Our ESOL department provides translation and outreach to involve our ELL families.

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

The PBS system is followed school wide, including administration, staff, faculty, and bus drivers. The students experience the same expectations before, during, and after school. Procedures are uniform throughout the school involving the hallway, bathroom, and cafeteria. The school does not tolerate bullying. The Administration and PBS Coach are available to teachers and students to discuss and/or investigate reports of possible bullying.

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 PBS system is a school wide token-based economy. Procedures are uniform throughout the school including the hallway, bathroom, and cafeteria. Students will earn Blue Eagle Tickets each day for following these procedures and other positive behaviors. Students will be allowed to "spend" their tickets once a week at the Eagle Prize Cart. The PBS Coach is available to teachers and students to discuss or help reteach inappropriate behaviors. PBS is introduced at the beginning of the school year with a PBS Kick-Off for the faculty. For the students, teachers introduce and model Stop and Think and Whole Brain strategies. There are posters in the hallway and lessons presented on WOAK (CCTV). New teachers are trained in PBS and also participate in a learning community that meets on a monthly basis. Refresher trainings are presented during faculty meetings and grade level meetings. New students will be oriented and taught school wide expectations and rules by fellow peers as they arrive.

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 PBS Coach is a go-to resource for students struggling with behavior. The buddy teacher system also gives students a place to go temporarily if the classroom they are in is not working for them. The school guidance counselor is available to talk regularly with students who have various emotional needs. The school is open to mentors and reaches out to several community groups. The school also partners with local agencies to provide basketball, football, and cheerleading opportunities for students. Teachers volunteer to coach which allows them to mentor, build relationships and be a role model for students.

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

Our school receives a report at least annually that includes the following data:

- 1) Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- 2) One or more suspensions, whether in school or out of school
- 3) Course failure in English Language Arts or Mathematics
- 4) 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	19	32	27	18	11	7	114
One or more suspensions	2	10	14	12	7	8	53
Course failure in ELA or Math	0	4	9	9	8	5	35
Level 1 on statewide assessment	0	0	0	9	34	35	78

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	
Students exhibiting two or more indicators	2	5	10	9	12	11	49

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

Students who are struggling with behavior are retaught appropriate behaviors and tracked with infraction reports and implement behavior plans at Tier II. Students who are habitually tardy and absent receive a visit from the visiting teacher and a conference is scheduled with their parent along with administration to establish strategies for improvement. Students who are failing courses and scoring less than proficient on state assessments are referred to RtI to begin receiving instructional interventions.

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

As outlined in our Parent Involvement Plan, we have scheduled family nights at each grade level. These family nights center on either reading, math or science; whichever is chosen by each grade level. To encourage parental participation we provide a meal at each event. Other events to welcome parental involvement are our Open House, Read and Treat night, Fall School Carnival, holiday activities and our FSA Pep Rally. We promote parental involvement by encouraging each teacher to conference with parents before school and after school. We frequently use the call out system to make our parents aware of events occurring at our school.

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

Our Family and Community Liaison works with several community groups and partners with local agencies to provide needed resources and services for students and families. Cram the Van and the Backpack Club offer students the opportunity to get school supplies when needed. An additional Backpack Club has been established especially for families in need of food. Our school based food pantry and clothes closet is voluntarily maintained. Donations from our partners, local businesses, community members, teachers, and staff extend our ability to reward students for positive behaviors. Our partners also help fund sports programs (football, basketball, and cheerleading) for our students.

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
Bonifay, Linda	Principal
Dorman, Susan	Assistant Principal
Anderson, Susan	Teacher, K-12
Low, Kelly	Psychologist
Nicks, Angela	Teacher, K-12
Rabb, Sara	Teacher, K-12
Ryan, Deirdre	Teacher, K-12
Ford, Rodney	Other
Herber, John	Teacher, K-12
Andrews, Catherine	Instructional Coach
Smith, Michael	Dean

Duties

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

Linda Bonifay, Principal: Provides a common vision for the use of data-based decision making, ensures that the school is implementing PBS, Rti, and engagement strategies; schedules common planning time within the master schedule to enable grade levels to have planning and meeting time together.

Susan Dorman, Assistant Principal: Assists grade levels with making data-based decisions for instruction; assists in monitoring the use of engagement and writing strategies; provides scheduling and support for computer-based assessments.

Rodney Ford, Family and Community Liaison: Partners with community groups and local businesses to provide needed resources and services for students and families, encourages parent participation by organizing family nights.

Catherine Andrews, Instructional Coach: Provides information about the core instruction, models effective instructional strategies in classrooms, participates in student data collection for Rti, and collaborates with other staff to implement Tier II interventions.

Michael Smith, PBS Coach: Provides resources for students struggling with behavior, facilitates discussion with teachers and students to reteach inappropriate behaviors, participates in trainings of new and veteran teachers.

Kelly Low, School Psychologist: Participates in the collection, interpretation, and data analysis; facilitates development of intervention plans; and provides support for intervention fidelity and documentation.

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

Our Leadership Team meets on a regular basis to devise strategies and interventions to meet the needs of our school population. These strategies and interventions are shared with our faculty and staff for designing core instruction, small group instruction, and Tier implementation to meet the needs of individual students. The team, along with the faculty, monitors the students' progress and implements needed interventions. While disaggregating the data, the team devises professional development needs and staffing configurations to successfully meet our students' needs.

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted by hiring: Family and Community Liaison, Instructional Coach, and a part-time Technology Coordinator. Funds are utilized to enhance services provided to students with the purchase of needed computer hardware/software, quality Pre-Kindergarten programs, as well as Supplemental Educational Services.

Title I, Part C Migrant: Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined there are 12 Migrant students at Oakcrest Elementary. We are providing the following services to these students: health related referrals, health screenings, school supplies, supplemental clothing, nutrition, and referrals to other social services.

Title I, Part D: Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II: Professional Development is offered at both the school and district level in various areas, including but not limited to: reading, math, science, writing, language arts, social studies, and positive behavior management.

Title III: Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is an ESOL Center and we serve 87 children in Grades K - 5.

Title X, Homeless: The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Oakcrest Elementary, we have identified 60 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI): SAI monies are used for funding student mentoring programs and classroom supplies/materials.

Violence Prevention Programs: The school offers a non-violence and anti-drug program to students that incorporates guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School-Wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district launched the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs: Our school is committed to offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is a Healthier Generation Alliance School. This school follows the district's nutrition program for summer feeding sites. To address the issues of childhood obesity, we have a guest speaker meeting with all of our students discussing healthy lifestyles created through physical activity and proper nutrition.

Housing Programs: N/A

Head Start: Head Start has one building, six teachers, and 40 students on our campus, but it is a self-contained program. There is no affiliation with Oakcrest Elementary, other than location.

Adult Education: N/A

CTE: N/A

Job Training: N/A

Additional Funds: Oakcrest Elementary receives money from grants written for the school garden, reading incentives, supplemental technology, and positive behavior support.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Linda Bonifay	Principal
Rodney Ford	Teacher
Karlis Burton	Business/Community
Jason Lee	Parent
Jacqueline White	Parent
Latoya Gandy	Parent
Jeannie Wilson	Parent
Gwendolyn Smith	Parent
Dr. Joyce Hopson	Parent
Adneil Santiago	Parent
Eduardo Martinez	Parent
Stacy Smith	Parent
Corisa Bonifay	Education Support Employee
Adjijaastou Diagne	Parent

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 SAC defines adequate progress and provides feedback for the school and for each goal in the school improvement plan.

Development of this school improvement plan

The SAC helps identify the needs of the school and community. They participate in the development of educational priorities and identification of resources.

Preparation of the school's annual budget and plan

The SAC provides input into the school's educational plan and budget.

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

Our school no longer receives school improvement funds.

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
Bonifay, Linda	Principal
Dorman, Susan	Assistant Principal
Andrews, Catherine	Instructional Coach
Ryan, Deirdre	Teacher, K-12
Anderson, Susan	Teacher, K-12
Austin, Nichole	Teacher, K-12
Green-Randolph, Meachell	Teacher, K-12
Anderson, Theresa	Teacher, K-12
Johnston, Brooke	Teacher, K-12
Clark, Kathryn	Teacher, K-12
Beatley, Martha	Teacher, ESE
Murphy, Vicki	Teacher, K-12
Holley, Sheila	Teacher, PreK

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team meets monthly and reviews data from DE, DRA, FCAT, and other sources to monitor student progress. This data will be used to assist in differentiating instruction to meet the needs of our students.

The Literacy Team has five goals:

- 1) promote school wide reading (educate staff and implement AR program);
- 2) increase higher order thinking (focus on higher order questioning, improving written responses and student engagement);
- 3) increase student exposure to informational text;
- 4) increase professional knowledge - implement book studies; and
- 5) increase parent knowledge of how to help their children at home.

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

Our school is proactive and encourages teamwork and professional development. Common planning time is provided for each grade level within the master schedule. Weekly grade level meetings are required. Also, each new teacher is assigned a mentor teacher to help with guidance and support. Our fourth and fifth grade levels work collaboratively together within a rotation schedule of classes. ESE and ESOL teachers work hand in hand with the General Education teachers.

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

Our principal recruits and retains highly qualified, certified-in-field, effective teachers by carefully screening applicants and developing relationships with the staff. We ensure success of first-year teachers by pairing them with Consulting Teachers. Teachers who are new to the district are paired with

a mentor teacher. We conduct regular meetings of new teachers with the principal, assistant principal, instructional coach and their mentor teachers. Building a rapport within each grade level and among the staff, new teachers feel comfortable asking for help. We guarantee that new teachers are given the opportunity to participate in any district level professional development we feel would be beneficial.

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

Each new teacher is assigned a consulting teacher from the START program. They begin working with the new teacher during pre-planning. The consulting teacher visits the new teacher weekly observing, assisting, conferencing, and mentoring. At least 10 formal observations and conferences are conducted throughout the year. A veteran teacher is also assigned to each new teacher to establish a relationship and to familiarize them with our school culture and programs. These teachers meet with them frequently during common planning time to assist them. The principal, assistant principal, instructional coach, and behavior coach regularly meet with the new teachers to provide support, sit in on parent conferences, and assist with any of their needs.

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

Regular training both at the district and school keeps teachers informed of the latest changes or adjustments in the Standards. A school literacy member for K-2 and 3-5 attends monthly ELA meetings at the district and passes information on to other teachers. Various online resources, in addition to texts, are available to teachers and students. Also, teachers are trained in using Discovery Education probes and other resources to target student learning in specific areas.

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

Monthly data meetings are required for each grade level. DE, DRA, FCAT, and other data help align instruction and provide information to reflect on weaknesses and strengths. Student writing portfolios help teachers track past performance and provide samples with which to conference. Small group instruction in math, reading, and writing is a school wide expectation. Groups are formed using summative and formative assessments. Inclusion students and ELL students receive push in and pull out services, depending on the need and progress of the students. ESOL teachers align their instruction with their students' CELLA results.

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: Extended School Day

Minutes added to school year: 8,100

An additional 60 minutes of instruction focused on literacy will be added to each school day. This time block will be dedicated to read alouds, written responses to reading, writing conferences with students, small group instruction, and read-to-self time.

Strategy Rationale

Focusing intensely on these literacy strategies for an additional hour each day will help our students reach a higher achievement level overall in literacy.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bonifay, Linda, lbonifay@escambia.k12.fl.us

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

Discovery Education data, DRA results, and FSA scores will show the effect of the additional focused instruction.

Strategy: After School Program

Minutes added to school year: 10,320

After School Detention for teaching behavior expectations
Youth Athletics Program to promote a positive attitude about school and encourage team work

Strategy Rationale

Students who are struggling with behavior and those who need a positive outlet after school are both accommodated.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bonifay, Linda, lbonifay@escambia.k12.fl.us

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

Our RtIb behavior data collection system allows our school to track behavior data over time. It provides specific data regarding frequency, severity, etc. of our students' behavior. Disaggregating this behavior data over time will reflect the positive impact the teaching of behavior expectations in a one-on-one setting has on our student behavior. The number of participants in our Youth Athletics Program will determine the impact of this program.

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

Pre-K students are currently served through Voluntary Pre-K, Escambia County Readiness Coalition, and the District Center Pre-K facility. Oakcrest Elementary currently has two ESE Pre-K classes, and two general education Pre-K classes. An orientation for all Pre-K students is scheduled for the beginning of the school year. We will work with the Pre-K program to provide our students an opportunity to visit Kindergarten classrooms and tour the school prior to the end of the year. Prior to the beginning of the school year, Kindergarten teachers will conference with parents on expectations and curriculum for the upcoming year. During the year, the Pre-K teachers follow a curriculum that supports progress and prepares the students for Kindergarten curriculum.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Goal 1: Increase the levels of engagement school wide. (Students, staff, administration)
- G2.** Goal 1: Increase rigor in writing.

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. Goal 1: Increase the levels of engagement school wide. (Students, staff, administration) 1a

G041799

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0
FSA - Mathematics - Proficiency Rate	40.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Professional Development on student engagement
- Professional Development on Positive Behavior Support
- PBS Coach located on site
- Classroom Walkthrough data

Targeted Barriers to Achieving the Goal 3

- Teacher training
- Implementation of PBS with fidelity

Plan to Monitor Progress Toward G1. 8

Classroom Walkthrough data, E3 data, and assessment data will show progress toward school wide engagement.

Person Responsible

Linda Bonifay

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Classroom Walkthrough data and E3 data will be shared with individual teachers demonstrating an increase in engagement. Assessment data will be reviewed in grade level meetings.

G2. Goal 1: Increase rigor in writing. 1a

G041800

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0

Resources Available to Support the Goal 2

- Professional Development on writing
- Classroom Walkthrough data
- District Writing Portfolio
- School Wide Practice Writing Tests

Targeted Barriers to Achieving the Goal 3

- A higher teacher turnover that results in an increased need in Professional Development in writing

Plan to Monitor Progress Toward G2. 8

School wide practice writing test data and District Writing Portfolio data will show progress toward increasing rigor in writing.

Person Responsible

Linda Bonifay

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

School wide practice writing test data and District Writing Portfolio data will be reviewed monthly in both grade level meetings and Writing Committee meetings.

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. Goal 1: Increase the levels of engagement school wide. (Students, staff, administration) **1**

 G041799

G1.B2 Teacher training **2**

 B110779

G1.B2.S1 Train new teachers and continue training veteran teachers in how student engagement truly looks. **4**

 S122286

Strategy Rationale

When teachers are aware of how student engagement truly looks, they will effectively facilitate engagement in their classroom.

Action Step 1 **5**

Continue to train teachers, both new and veteran, on student engagement using peer partners and grade level video studies on Educational Impact and PD360.

Person Responsible

Catherine Andrews

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Classroom Walkthrough & E3 data, engagement rubric data, and self reflections.

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

Administration will document the observations of peer partners. Administration will attend grade level meetings involving video studies on Educational Impact and PD360.

Person Responsible

Susan Dorman

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Documentation of peer partner observations, Classroom Walkthrough & E3 data, and teacher self reflections.

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

Review of peer partner observation documentation, Classroom Walkthrough data and E3 data.

Person Responsible

Linda Bonifay

Schedule

Monthly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Peer partner observation documentation, Classroom Walkthrough data & E3 data, and teacher self reflections.

G1.B3 Implementation of PBS with fidelity 2

B110781

G1.B3.S1 Ensure all teachers (new and veteran) are fully trained and are correctly implementing the Positive Behavior Support system along with Ron Clark strategies. 4

S122257

Strategy Rationale

When teachers are implementing the PBS and Ron Clark strategies correctly, there are fewer disruptions in the classroom that hinder student engagement and cause lost instructional time.

Action Step 1 5

Train new teachers and refresh veteran teachers in the implementation of the PBS system and Ron Clark strategies.

Person Responsible

John Herber

Schedule

Monthly, from 8/11/2014 to 6/2/2015

Evidence of Completion

Faculty surveys, parent surveys, student surveys, after school detention data, RTIB data (majors and minors).

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will perform Classroom Walkthroughs looking for teacher implementation of PBS strategies. Grade levels will discuss PBS strategies at weekly meetings. The PBS Team will meet monthly to review the RTIB data (majors and minors).

Person Responsible

Linda Bonifay

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Data will be shared during faculty meetings with the staff and Classroom Walkthrough data will be shared with individual teachers.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration will perform Classroom Walkthroughs looking for faithful implementation of PBS strategies. The PBS Team will monitor RTIB data (majors and minors). New teachers will be assigned a mentor teacher to aide with PBS support.

Person Responsible

Linda Bonifay

Schedule

Daily, from 8/18/2014 to 6/2/2015

Evidence of Completion

Daily Classroom Walkthrough data will be shared with individual teachers. The PBS Team will meet monthly and review the RTIB data (majors and minors).

G2. Goal 1: Increase rigor in writing. 1

 G041800

G2.B1 A higher teacher turnover that results in an increased need in Professional Development in writing

2

 B110788

G2.B1.S1 Provide Professional Development to new teachers on increasing rigor in writing. 4

 S122433

Strategy Rationale

Ensuring new teachers are trained on writing structures and strategies will increase rigor in writing across all grade levels.

Action Step 1 5

Provide Professional Development to new teachers on increasing rigor in writing.

Person Responsible

Sara Rabb

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

School wide practice tests along with the District Writing Portfolio will provide writing data. Classroom Walkthrough data will provide evidence of writing strategies in use.

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

Classroom Walkthroughs by Administration will help monitor teacher implementation of writing strategies.

Person Responsible

Susan Dorman

Schedule

On 5/29/2015

Evidence of Completion

School wide practice writing test data and District Writing Portfolio data will be reviewed at monthly school Writing Committee meetings. Classroom Walkthrough data will be shared with individual teachers.

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

Administration will monitor this strategy by performing Classroom Walkthroughs looking for writing strategies being used effectively. Monthly Writing Committee meetings will score and review data from school wide practice tests and District Writing Portfolio tests. Grade level meetings will review data weekly.

Person Responsible

Susan Dorman

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data from Classroom Walkthroughs, school wide practice writing tests and the District writing portfolio will show effectiveness.

G2.B1.S2 Restore a cohesive school wide writing plan across all grade levels. 4

S122838

Strategy Rationale

A school wide writing plan that supports a common structure and language across all grade levels will increase writing proficiency.

Action Step 1 5

Restore a cohesive school wide writing plan across all grade levels.

Person Responsible

Susan Dorman

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Evidence will be collected as data from School Wide Practice Writing tests and the District Writing Portfolio tests. During Classroom Walkthroughs, there will be evidence of a common writing language and structure in use.

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

The Administration, along with the school based Writing Committee, will monitor the implementation of the school writing plan in use.

Person Responsible

Susan Dorman

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Reviewing the data from School Wide Practice Writing tests and the District Writing Portfolio tests will ensure the plan is being implemented with fidelity.

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

Administration will monitor the implementation effectiveness by using Classroom Walkthrough data looking for increased rigor in writing instruction.

Person Responsible

Linda Bonifay

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Classroom Walkthrough data showing increased rigor in writing instruction will be shared with individual teachers. Data collected from the School Wide Practice Writing tests and the District Writing Portfolio will be reviewed by the school Writing Committee and shared at faculty meetings and grade level 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.B3.S1.A1	Train new teachers and refresh veteran teachers in the implementation of the PBS system and Ron Clark strategies.	Herber, John	8/11/2014	Faculty surveys, parent surveys, student surveys, after school detention data, RTIB data (majors and minors).	6/2/2015 monthly
G1.B2.S1.A1	Continue to train teachers, both new and veteran, on student engagement using peer partners and grade level video studies on Educational Impact and PD360.	Andrews, Catherine	8/18/2014	Classroom Walkthrough & E3 data, engagement rubric data, and self reflections.	6/2/2015 monthly
G2.B1.S1.A1	Provide Professional Development to new teachers on increasing rigor in writing.	Rabb, Sara	8/18/2014	School wide practice tests along with the District Writing Portfolio will provide writing data. Classroom Walkthrough data will provide evidence of writing strategies in use.	5/29/2015 quarterly
G2.B1.S2.A1	Restore a cohesive school wide writing plan across all grade levels.	Dorman, Susan	8/18/2014	Evidence will be collected as data from School Wide Practice Writing tests and the District Writing Portfolio tests. During Classroom Walkthroughs, there will be evidence of a common writing language and structure in use.	5/29/2015 monthly
G1.MA1	Classroom Walkthrough data, E3 data, and assessment data will show progress toward school wide engagement.	Bonifay, Linda	8/18/2014	Classroom Walkthrough data and E3 data will be shared with individual teachers demonstrating an increase in engagement. Assessment data will be reviewed in grade level meetings.	6/2/2015 weekly
G1.B3.S1.MA1	Administration will perform Classroom Walkthroughs looking for faithful implementation of PBS strategies. The PBS Team will monitor RTIB data (majors and minors). New teachers will be assigned a mentor teacher to aide with PBS support.	Bonifay, Linda	8/18/2014	Daily Classroom Walkthrough data will be shared with individual teachers. The PBS Team will meet monthly and review the RTIB data (majors and minors).	6/2/2015 daily
G1.B3.S1.MA1	Administration will perform Classroom Walkthroughs looking for teacher	Bonifay, Linda	8/18/2014	Data will be shared during faculty meetings with the staff and Classroom	6/2/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	implementation of PBS strategies. Grade levels will discuss PBS strategies at weekly meetings. The PBS Team will meet monthly to review the RTIB data (majors and minors).			Walkthrough data will be shared with individual teachers.	
G1.B2.S1.MA1	Review of peer partner observation documentation, Classroom Walkthrough data and E3 data.	Bonifay, Linda	8/18/2014	Peer partner observation documentation, Classroom Walkthrough data & E3 data, and teacher self reflections.	6/2/2015 monthly
G1.B2.S1.MA1	Administration will document the observations of peer partners. Administration will attend grade level meetings involving video studies on Educational Impact and PD360.	Dorman, Susan	8/18/2014	Documentation of peer partner observations, Classroom Walkthrough & E3 data, and teacher self reflections.	6/2/2015 monthly
G2.MA1	School wide practice writing test data and District Writing Portfolio data will show progress toward increasing rigor in writing.	Bonifay, Linda	8/18/2014	School wide practice writing test data and District Writing Portfolio data will be reviewed monthly in both grade level meetings and Writing Committee meetings.	5/29/2015 monthly
G2.B1.S1.MA1	Administration will monitor this strategy by performing Classroom Walkthroughs looking for writing strategies being used effectively. Monthly Writing Committee meetings will score and review data from school wide practice tests and District Writing Portfolio tests. Grade level meetings will review data weekly.	Dorman, Susan	8/18/2014	Data from Classroom Walkthroughs, school wide practice writing tests and the District writing portfolio will show effectiveness.	5/29/2015 monthly
G2.B1.S1.MA1	Classroom Walkthroughs by Administration will help monitor teacher implementation of writing strategies.	Dorman, Susan	8/18/2014	School wide practice writing test data and District Writing Portfolio data will be reviewed at monthly school Writing Committee meetings. Classroom Walkthrough data will be shared with individual teachers.	5/29/2015 one-time
G2.B1.S2.MA1	Administration will monitor the implementation effectiveness by using Classroom Walkthrough data looking for increased rigor in writing instruction.	Bonifay, Linda	8/18/2014	Classroom Walkthrough data showing increased rigor in writing instruction will be shared with individual teachers. Data collected from the School Wide Practice Writing tests and the District Writing Portfolio will be reviewed by the school Writing Committee and shared at faculty meetings and grade level meetings.	5/29/2015 monthly
G2.B1.S2.MA1	The Administration, along with the school based Writing Committee, will monitor the implementation of the school writing plan in use.	Dorman, Susan	8/18/2014	Reviewing the data from School Wide Practice Writing tests and the District Writing Portfolio tests will ensure the plan is being implemented with fidelity.	5/29/2015 monthly

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. Goal 1: Increase the levels of engagement school wide. (Students, staff, administration)

G1.B2 Teacher training

G1.B2.S1 Train new teachers and continue training veteran teachers in how student engagement truly looks.

PD Opportunity 1

Continue to train teachers, both new and veteran, on student engagement using peer partners and grade level video studies on Educational Impact and PD360.

Facilitator

Catherine Andrews

Participants

New and veteran teachers

Schedule

Monthly, from 8/18/2014 to 6/2/2015

G1.B3 Implementation of PBS with fidelity

G1.B3.S1 Ensure all teachers (new and veteran) are fully trained and are correctly implementing the Positive Behavior Support system along with Ron Clark strategies.

PD Opportunity 1

Train new teachers and refresh veteran teachers in the implementation of the PBS system and Ron Clark strategies.

Facilitator

John Herber and Michael Smith

Participants

New and veteran teachers

Schedule

Monthly, from 8/11/2014 to 6/2/2015

G2. Goal 1: Increase rigor in writing.

G2.B1 A higher teacher turnover that results in an increased need in Professional Development in writing

G2.B1.S1 Provide Professional Development to new teachers on increasing rigor in writing.

PD Opportunity 1

Provide Professional Development to new teachers on increasing rigor in writing.

Facilitator

Sara Rabb / Susan Dorman

Participants

New teachers

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0