Oceanway School

2014-15 School Improvement Plan

Oceanway School

143 OCEANWAY AVE, Jacksonville, FL 32218

http://www.duvalschools.org/oceanwayschool

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	47%

Alternative/ESE Center	Charter School	Minority
No	No	38%

School Grades History

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

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Oceanway School is to provide students with an environment that will promote academic success, personal accountability and encourage the belief is that "Knowledge is Power".

Provide the school's vision statement

In alignment with the district vision, Oceanway School seeks to provide educational excellence in every student every classroom, for every student every day.

School Environment

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

Oceanway School is located in a small rural community. The school and the community are entwined as integral parts of the social experience of the area. The school provides opportunities that appeal to a vast majority of student interests in the areas of athletics, arts and academics. With so many extracurricular activities being offered to students, the school is a hub where students, families and staff gather for numerous after school activities as well as morning clubs and tutoring. In addition, families are frequently invited to evening activities that are facilitated by the faculty throughout the year. The faculty and staff take advantage of these opportunities to increase their understanding of the culture of their students and build lasting relationships. Survey data is utilized to gauge the effectiveness of these interaction with students and families as well as to guide the planning of future opportunities that facilitate the relationship building process.

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

The school creates an environment where students feel safe and respected before, during and after school through positive student-adult relationships, with proactive interventions in the classroom, and through a schoolwide system of positive behavior interventions and systemic schoolwide routines and rituals are taught and implemented before and after school, in addition to teachers' classroom rituals and routines. The faculty and staff are charged with be at, aware, and attentive to students at all times. Specific student needs and special circumstances are considered in order to provided a structured and safe environment for all students.

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

The school has an established positive behavior intervention plan in place that allows for maximum instructional time by creating a safe and structured environment; the system is created through our Foundations team and reviewed quarterly; protocols include teacher training during preplanning, student training during the first weeks of school by teachers and the administrative staff, communication of the plan to parents through multiple venues, and inclusion of support staff. All adults are charged with modeling and applying the plan procedures consistently. Teachers have been

trained in CHAMPS and apply the expectations and consequences in their classrooms. Quarterly and mid year refreshers are provided for faculty, parents, and students.

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

Oceanway Middle School strives to meet the social-emotional needs of all students by creating a welcoming and positive environment through the establishment of school-wide procedures (Foundations) and implementation of a common discipline plan (CHAMPS) which includes a positive behavior intervention system (PBIS). If students experience difficulty in following school rules and procedures, the restorative discipline plan allows students opportunities for rehabilitation and improvement. This addresses many of the social-emotional needs behind disciplinary infractions. Resources available through the restorative discipline plan include in-school suspension (which includes both academic instruction and behavior improvement lessons), restorative justice through peer mediation and teen court, and other restorative measures. Additionally, the school has two full-time certified school counselors, who implement a comprehensive school counseling program that addresses students' academic, career, and personal/social development and is driven by data and both state and national standards. While not mental health counselors, the school counselors are familiar with community resources and are able to refer students and families to mental health counselors. A part-time military and family life counselor is also on campus two days a week to work with military 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

Oceanway utilizes an early warning system that includes input from teachers, counselors, staff, and parents and triangulates data from a variety of sources to identify students who:
1. Are out of class more than three times (teacher contact)
2. Have a history of irregular attendance (less than 90%)
3. Have failed one or more core courses OR one or more grade levels
4. Are in the bottom quartile for reading and/or math and/or scored a Level 1 on FCAT
5. Have more than 2 Class II referrals in a quarter OR have a history of repeated Class II referrals OR any Class III referrals

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
	6	7	8	
Attendance below 90 percent	41	65	56	162
One or more suspensions	69	75	46	190
Course failure in ELA or Math	30	26	13	69
Level 1 on statewide assessment	92	95	124	311

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	54	67	40	161

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

Oceanway utilizes a whole school approach to tracking early warning signs in students. Beginning with the scheduling process, student data (including course failure rate and state assessments) is used to intentionally place students in classes appropriate for their progress level, with thought given to the teacher-student match as well. At the beginning of the year, school counselors are assigned to students by last name rather than grade level, to develop relationships with students and their families over the course of their middle school tenure. Counselors meet with students on a regularly scheduled basis; students who start the year with a history of behavior, attendance, or academic issues are seen on a bi-monthly basis, and quarterly parent conferences are scheduled to keep the family apprised of the student's progress. Assistant principals are assigned students who are considered "at-risk" for having failed two or more classes or grade levels, and they mentor the students on a bi-monthly basis. Additionally, a military counselor liaison is provided to serve the high population of incoming military students. The school uses the district Attendance Intervention program to meet with students (and their families) who are out of school more than 10 days in a month, and teachers make personal contact with students who are out of their class more than three consecutive times. In terms of behavior, the school implements a peer mediation system and uses a Restorative Justice system to approach and ameliorate recurrent behavioral problems. Additionally, common planning time is utilized by teachers to discuss academic and behavioral concerns and suggest strategies for improvement.

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

The school believes that communication is the key to involvement; all events are communicated by phone, website and publications around the school. We have three Booster clubs in place to encourage parental involvement, as well as a revitalized PTA and SAC. A variety of clubs from all three key areas (arts, academics, athletics) encourage parental participation as well. Competition incentives for PTA membership, grade level volunteerism, and community service also encourage family engagement. Our volunteer coordinator assists with placing volunteers based on their interest and skills, and the coordinator also works weekly to build faith and business partnerships to support the school; the good news ambassador ensures that Oceanway events are highlighted in our area newspaper and/or district website. Local restaurant nights and payback programs with businesses, along with faith-based inreach, as well as Parent Academy nights quarterly are examples of initiatives to increase family involvement. Automated parent calls made weekly, extensive use by the teachers

of technological tools such as Gaggle, OnCourse, and Remind101, also ensure that parents are kept abreast of student progress, attendance, and behavior.

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

The school has a designated staff member who serves as the community liaison. The Liaison strive to develop relationships with faith based partners, local businesses and nonprofit organizations. Faith based partners supply the school with donations of meals for the faculty and supplies for students. Business partners frequently donate money to fund special events such as visiting authors. Other non-profit organizations often work in conjunction with school based clubs to donate materials and manpower to develop projects such as our school butterfly garden. Our leadership team works with community partners including corporate businesses like RPM and Kangaroo to participate in buyback programs that provide reward checks to the school for student incentives, such as honor roll lanyards, ice cream socials for team competitions, and achievement tokens such as ribbons or buttons. Our literacy coach also seeks funding for literacy based efforts such as author visits and summer reading rewards. Student achievement is increased through these partnerships by enriching the academic programs that are already in place, as well as through increasing a sense of pride in their community through various activities that involve green efforts, campus beautification, and local community service. Without these partners, the funds would not be available for these valuable enhancements to our school community.

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
Albury, Brenda	Instructional Coach
Crooks, Katie	Other
Giffin, Rhonda	Teacher, ESE
Kristol, Kristen	Instructional Coach
Santiago, Lourdes	Assistant Principal
Alexandria Marx, Tonya	Principal
Woodside, Sharon	Teacher, K-12
Mckenzie, Theana	Dean
Mosley, Jerome	Assistant Principal
Volz, Kimberly	Guidance Counselor

Duties

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

Each member of the leadership team fills a unique role that helps create an effective educational environment. The leadership team meets on a weekly basis to give input into their area of expertise and share in the decision making process; administration and coaches also meet weekly in a separate meeting to review teacher and instructional data and next steps. The members' instructional

leadership areas and duties are as follows:

Brenda Strickland-Albury – Assists reading and ELA teachers in assessing reading levels and implementing appropriate curriculum.

Katie Crooks – Implements school wide state and county assessments. Provides training and data analysis to faculty and staff utilizing the assessment data.

Ronda Giffin – Lead teacher for Exceptional Student Education. Implements ESE policies and ensures that ESE protocols are correctly implemented.

Kristin Kristol – Assists math department with implementation of standards and appropriate curriculum

Lourdes Santiago – Provides leadership to science/social studies/health department teachers and leadership over facilities.

Alex Marx – Provides leadership to all areas of the schools as well ELA and support staff. Presides over the leadership team and approves all functioning of school operations.

Sharon Woodside – Facilitates the In School Suspension Program as well as peer mediation. Coordinates the volunteers.

Mckenzie, Theana – Implements the student code of conduct and works with teachers to create a safe and civil school environment.

Mosley, Jerome – Provides leadership to math/ESE department teachers and coordinate scheduling and academic programs.

Kimberly Volz – School Counseling Department Chairperson. Monitors student achievement and provides intervention for students who are experiencing academic and behavioral difficulties.

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 utilizes a multi-layered problem solving process to ensure that we identify all school, district, and community-based resources and align needs with those resources in order to maximize student outcomes and ensure that we provide wraparound services to our students. The School Improvement Plan is created with the leadership team gathering input from teachers and the School Advisory Council, as well as through reflection on survey data. In addition to using the SIP as a driving plan for our school, weekly common planning sessions by content areas are facilitated by coaches and monitored by leadership to address needs and assess progress. Quarterly data conversations with teachers and job-embedded professional development driven by classroom observation feedback and stakeholder feedback ensure that the leadership team understands and addresses needs in the school to ensure student achievement moves forward and that students are prepared for high school socially, emotionally, and academically.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Marx, Tonya	Principal
Sheahan, Sarah	Parent
VanSoest, Kim	Parent
Peterson, Jennifer	Parent
Vanessa Brown	Parent
Williams, Beth	Parent
Hooks, Tracy	Parent
Albury, Brenda	Education Support Employee
Link, Rebekkah	Teacher
Dempsey, Anita	Business/Community
Moody, JoyceAnn	Parent
Tolbert, Yvonne	Teacher
Kincade, Kristie	Parent
Prince, Quander	Parent
Stair, Carla	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

SAC was involved in the review process as we compiled the draft of the plan in the fall; SAC was informed of our progress and adjustments to the plan in February (mid year), and SAC reviewed the data from last year's plan in June.

Development of this school improvement plan

The SAC reviewed budgetary concerns as well as parent concerns, analyzed data and communicated with teachers as the school improvement plan was created/revised. SAC has agreed to assist with implementation and review of parent involvement activities, community involvement efforts, and teacher/student reward and recognition efforts, as outlined in this plan.

Preparation of the school's annual budget and plan

The budget process began in Spring of 2014; SAC was updated monthly on the process, with time allotted for discussion, in terms of potential surplus, cuts, and changes per the district allocation plan. Ultimately, per the allocation plan, our school had to reduce 8 positions, which were determined by student achievement needs and stakeholder input (including SAC); one position was regained in August, and final budget for fall was reviewed at our first SAC meeting in September.

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

SAC funds did not come into availability until May of 2014; amount provided was $6131.70. With SAC's approval and in correlation to the School Improvement Plan goals, $1997 was spent on 10 document cameras and $1710 on 5 digital projectors to enhance technology in classrooms. $2424.70 was set aside for the 2014-2015 Celebrity Author Visit, which encourages schoolwide literacy.

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
Albury, Brenda	Instructional Coach
Giffin, Rhonda	Teacher, ESE
Alexandria Marx, Tonya	Principal
Kristol, Kristen	Instructional Coach
Santiago, Lourdes	Assistant Principal
Roscoe, Judi	Teacher, K-12
Bahari, Marilyn	Teacher, K-12
McKinney, Melissa	Teacher, K-12
Vaine, Joel	Teacher, K-12
Williams, Marcella	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative for the LLT this year is to have at least 75% of all students reading,speaking,listening and writing using rigorous worthwhile text at or above grade level in their ELA/Reading classes.Students will work in small groups at Literacy Stations that will provide opportunities for them to take ownership of their learning. These Literacy Stations include a Teacher-Led focus group where specific skills and strategies are taught. A technology station where students have an online differentiated reading program as well as a writing program. The third station allows for student-selected independent reading and interactive journaling. The LLT will be the core that ensures our schoolwide goal of reading, writing, and discussion in every class every day is followed with fidelity.Content area teachers will support the ELA/Reading teachers by incoperating literacy strategies from 20 Literacy Strategies to Meet the Common Core throughout the year. LLT will encourage content area teachers to embed the use of Achieve3000 in their instructional practices. LLT will support the infusing of writing strategies across all content areas . The LLT will support literacy endeavors across the curriculum such as Florida Literacy Week, Author Visit and Summer Reading.

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

The Leadership Team has implemented ways to recognize teachers regularly. We have implemented the "A Team" incentive program where we can recognize a grade level or content areas on a monthly basis. Announcements are made and a banner is hung to in recognition of the team members selected. We

have ordered a parking sign designated to our "Buccaneer of the Month" and we praise teachers in multiple ways including a parent shout out board for parents to have a voice, student weekly shout-outs to teachers via the TV news. Our theme this school year is "Bringing the 'A' back to Oceanway" where as a school we recognize a comprehensive program that is highly engaging in academics, athletics, and the arts. Administrators are present at PLC meetings, Foundation meetings, and grade level meetings as a way to keep a pulse on instruction and facilitate an environment of collaboration. Our Leadership meets weekly to disseminate information, discuss concerns, and share celebrations. The Principal sends out a weekly memo on the Monday of each week and recognizes teacher efforts and successes as a whole. It has been expressed that faculty and staff members also like a personal touch when being celebrated and recognized. In an effort to continue to improve a positive working environment and collegiality, Administration will make personal notes of thanks and individual contact.

Common planning time was built into the master schedule for both the content teachers and the grade levels. This time is intended to building a sense of community where common students and data can be discussed. This is also a forum where instructional strategies can be shared and feedback can be provided to Administration for follow-up and support. Positive interactions among team members is our goal so that all stakeholders involved benefit from this time and together we build a sense of community making our school productive and rewarding atmosphere with high morale.

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

Oceanway School uses a dual strategy to recruit highly qualified, certified-in-field, and effective teachers. This process starts with a strong commitment on the part of administration to hire only the most qualified teachers. All current vacancies are posted on the district website to ensure that interested candidates can access the information from local as well as distant locations. In addition, current teachers are made aware of vacancies at the school. In this way, they are able to network at county and state level professional gatherings to inform talented coworkers of career opportunities. Resumes are then collected and evaluated by the administration on the basis of experience, expertise, education level and compatibility with the needs of the school. The most desirable candidates are then granted interviews. Interviews, whenever possible, are conducted with at least two members of the leadership team to help assess the candidate's suitability for the position. All candidates for teaching positions must meet a very high standard before being offered a position at Oceanway Middle School.

In order to retain teachers of the highest quality, support and mentoring are provided to ensure successful experiences in the classroom and school environment. District coaching is provided to assist teachers with the implementation of effective strategies for classroom instruction. Oceanway Middle School also has an effective mentoring program that employs numerous strategies to ensure the success of novice teachers. All subject area departments are afforded common planning to facilitate sharing of best practices among core teachers. This helps ensures a positive and collegial environment where educators flourish. Professional development is offered and encouraged for all instructional personnel at no cost to the educator. Teachers who feel well-prepared to do their job are more likely to experience job satisfaction.

The school culture is also acclimated toward the goal of retaining and recruiting quality teachers. A shared decision making team affords all faculty and staff a voice in the operations of the school. This helps teachers feel as if their opinions are valued and also develops a sense of ownership. Safety is made a priority with consistent discipline and consequences for students who disrupt the learning environment. Teachers who feel supported by their administration in student disciplinary matters are more likely to remain at their current school. Lastly, a collegial environment is fostered by the administration to make the school a welcoming environment so faculty members enjoy their job and coworkers.

With the above strategies in place, administration also recognizes that teachers want more recognition for the work that they do and want to know that their opinions are heard. The leadership team's role also entails being consistent, supportive, monitoring teacher effectiveness, and developing plans to grow teacher skill sets by following best-practices and using reflection as a tool for improvement.

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

All mentors are required to attend Clinical Educator Training (CET) before being assigned a mentee. Many mentors have undertaken additional trainings, including Foundations of Mentoring, in order to better prepare themselves for the role as mentor. The rationale for assigning mentors takes the following factors into account: subject/grade level, certification, common planning, proximity, interpersonal skills and compatibility. All Novice Teachers (NT) will be part of a program entitled Mentoring and Induction for New Teachers (MINT). This program provides support and induction for NTs. Additionally, the mentor will be part of the support team which includes the principal, coaches, and Professional Development Facilitator (PDF). The mentors, along with this support team, will work together to plan and implement the following mentoring activities:

- The PDF will create a presentation to orient novice teachers to the procedures of the school during pre-planning
- Each novice teacher will complete a self-assessment at the beginning of the year. This self- assessment will allow the mentor and mentee to discuss areas in need of strengthening.
- The mentor and mentee will develop a calendar with set dates for observations and deadlines to be completed during this school year.
- The mentor will assist their mentee with identifying and implementing strategies to address the areas identified in the self-assessment.
- Mentor observations focused on these areas will be scheduled throughout the year in order to provide feedback to the mentee.
- Monthly MINT meetings will be scheduled by the PDF for mentors and mentees to communicate and problem- solve.
- Mentors and support team will assist NT in the development of a New Teacher Individual Professional Development Plan (NTIPDP).
- Mentor will incorporate support during common planning and Professional Learning Community (PLC) times.
- Assist the NT with review of information on Professional Development websites
- Monitor completion and submission of required MINT documentation posted on their e-portfolio.
- Support selection of effective teachers for NT to observe and assist with scheduling Novice Teacher Focus Observations
- Funding will be accessed through MINT office to provide release time for mentor/mentee collaboration and observation.

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

Many teachers completed summer professional development to prepare them to teach the new Florida standards as the district has indicated they should be taught. The district-create curriculum is directly aligned to the Florida standards and Oceanway's teachers are expected to follow the aligned curriculum daily, utilizing district-approved resources. Weekly common planning sessions facilitated by coaches, as well as regular classroom observations are conducted to monitor fidelity of aligned programs and materials.

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

Duval County and Oceanway administers a Baseline Assessment for each subject, core and elective courses at the beginning of the year. Once the students take the Baseline, teachers look at the results to identify if the students have or are lacking the prior knowledge to be successful for the unit. Depending on how the students scored will allow the teachers to plan for more or less scaffolding in lesson and unit planning. Many teachers will change the student groups based on the baseline data so that the teacher can provide more specific small group instruction tailored to the students and groups. As students take chapter/unit assessments and the District's Curriculum Guide Assessments each quarter, the teachers will regroup students and provide additional opportunities to learn the low-tested benchmarks and concepts.

In addition to the Baseline Assessment ,the ELA/Reading Department in an effort to meet the specific needs of all students administers the Achieve3000 LevelSet test to determine the reading level of all students. The LevelSet information then allows for non-fiction reading articles to be delivered online to each student at their just right reading level. The student's reading levels are reviewed and adjusted on a monthly basis to allow for student progress. In addition, all FCAT Level 1 and 2 students are given the Diagnostic Assessment of Reading(DAR) that tests the five areas of reading. This allows ELA/Reading teachers to target a student's deficient areas of reading and provide scaffold support using the individualized Trial Teaching Strategies (TTS) available online through the DAR. FCAT Level 1 and 2 students are given the SRA to determine if they have significant decoding deficits that would require them to be placed in the SRA Corrective Reading B2 Curriculum.The students in the SRA B2 Curriculum are assessed every 10 lessons so as to monitor their progress, and provide feedback to the teachers so they can scaffold those areas of weakness.

Weekly, each grade level content PLC meets with administration and/or applicable coach to plan units and lessons according to the district curriculum. During these meetings, the assigned ESE teacher assists to make accommodations and discuss learning strategies for our ESE students. Also, during the day, the ESE teacher visits classrooms with ESE students to provide additional support and small group instruction.

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: Before School Program

Minutes added to school year: 2,640

Oceanway will provide a before school program that will target students who scored a 1 or 2 on the FCAT in Reading and (or) Math. Teachers will recommend those students in their Intensive Reading and Intensive Math classes who would benefit from additional instruction. Regular attendance will be required so as to provide optimal opportunity for increasing learning gains. Students will attend 2 days a week from 8:00-9:00.Certified teachers will provide academic instruction that is explicit and rigorous. Students academic progress will be monitored as to track achievement.

Strategy Rationale

To assist struggling Math and Reading students, to re mediate utilizing explicit and rigorous instruction so as to close the learning gap.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Alexandria Marx, Tonya, marxt@duvalschools.org

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

SRA, DAR, Achieve3000 and CGA's will be used to assess students learning gains in the before school program. This data will drive instructional needs of those students participating in our before school enrichment 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

Incoming 6th grade students are welcomed to our school during the spring of their 5th grade year, when elementary school students are invited to the campus for a tour and information about the school. When 6th grade students arrive in the fall, they are provided the opportunity to attend Open House before school begins, and they are provided with planners to aid in developing organizational skills. The school counselors are also available to work with individual students who struggle during this transition. Students in grade 7 are provided with information on high school programs and how their middle school work impacts their admission to these programs. Transition to High School Night is held every winter for 8th grade parents and students; this provides the opportunity to learn about graduation requirements, acceleration programs, career academies, Bright Futures scholarships, high school scheduling, and other important information. Multiple high schools are invited to attend, and parents and students have the opportunity to speak directly to representatives. First Coast High School visits the campus in the spring to conduct pre-registration for incoming 9th graders, and Oceanway promotes parent nights and other transition events available at the high schools for 8th grade students.

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

Throughout the year, the school counselors, teachers, and other faculty members promote a college-going culture by making college paraphernalia and information available to students. During Jacksonville Goes to College Week in October, the counselors plan various activities to promote college awareness, culminating in the National College Fair, which the counselors encourage students to attend. Students at all grade levels are provided with information on high school acceleration programs and reminded of the importance of rigor in preparing for college. Career awareness is advanced through school-wide career lessons, which provide students with opportunities to complete various assessments to discover their personal interests, passions, and values in conjunction with academic skills and strengths. Students also complete career cluster assessments to determine the career cluster(s) that match their interests. A career fair is also being developed for the 2014-15 school year.

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

Our focus is to prepare students to succeed at the high school level and beyond, academically, socially, and emotionally. We continue to increase the number of high school courses we offer, including CTE courses, science courses, math courses, and foreign language courses to ensure that all students have an opportunity to advance in a subject they find relevant and interesting, and that they are provided a foundational set of skills necessary for success in a technology-driven, global society.

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

We are committed to producing students who are functionally literate and ready to enter high school in a global society; our focus of reading, writing, and discussion every day develops the skills students need to succeed at the post-secondary level, in college or the workforce. Through integration of CTE coursework and skills with academic courses (i.e. using skills learned in CTE to complete a multi-media presentation in Science), student success will continue to rise.

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.   If we increase writing instruction across content areas through implementation of a differentiated school-wide writing plan, then our overall school writing proficiency will increase.

G2.   If we increase parent involvement through more parent events and greater communication, then our proficiency scores in math,reading, and science will increase.

G3.   If we increase the level of rigorous, relevant instruction using the gradual release model, then student engagement will increase, and therefore, achievement will increase.

G4.   If we improve the efficacy and cohesiveness of grade level teams, then we will see an increase in the student achievement at each grade level across grade level across content areas as well as an increase in teacher job satisfaction/morale.

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. If we increase writing instruction across content areas through implementation of a differentiated school-wide writing plan, then our overall school writing proficiency will increase. 1a

G047564

Targets Supported 1b

Indicator	Annual Target
CELLA Writing Proficiency	
FAA Writing Proficiency	

Resources Available to Support the Goal 2

- Selected ELA/Reading teachers will provide training on school-wide essay plan to be implemented across the curriculum.

- Teachers will utilize Achieve3000 and Write To Learn to provide multiple writing opportunities across the curriculum.

- ELA/Reading teachers will model for students how to reflect on their writing in focus groups.

Targeted Barriers to Achieving the Goal 3

- Content area teachers do not feel comfortable in teaching the school-wide essay plan.

- Teachers need ongoing professional development to utilize online writing programs.

- Time factor for students involved with reflecting on written essays.

G2. If we increase parent involvement through more parent events and greater communication, then our proficiency scores in math,reading, and science will increase. 1a

Targets Supported 1b

🔑 G047563

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	73.0

Resources Available to Support the Goal 2

- Parent Academies held during early evening hours focused on sharing information with parents regarding the new assessments, literacy, testing taking skills, bullying, etc

- Weekly use of parent link communication system to keep parent informed of events that they may want to attend.

- Creating opportunities for parent involvement through SAC, PTA, and offering numerous volunteer opportunities.

Targeted Barriers to Achieving the Goal 3

- Advertising and promoting the early evening events to parents/ families to ensure the event is well attended.

- Motivating parents to continue and deepen their involvement with school events throughout the year.

Plan to Monitor Progress Toward G2. 8

Attendance data will be collected in order to measure the efficacy of the promotion of the event. An increase of 50% in attendance over the course of the year would be considered a positive result. A drop of 50% or more in attendance would be considered a poor result. If attendance increases we will continue our advertising efforts. A poor result would cause us to examine other means of promotional activities or session topics.

Person Responsible
Tonya Alexandria Marx

Schedule
Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion
Sign in sheets and post-event survey data

G3. If we increase the level of rigorous, relevant instruction using the gradual release model, then student engagement will increase, and therefore, achievement will increase. `1a`

🔑 G047561

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Reading - All Students	73.0
FCAT 2.0 Science Proficiency	47.0

Resources Available to Support the Goal `2`

- professional development via coaches and department/grade level chairs

- observing classrooms that exhibit excellent model of gradual release model and high levels of rigorous instruction

- Grade level and content PLCs meet weekly with department chairs and coaches

Targeted Barriers to Achieving the Goal `3`

- Teachers not using the gradual release model with fidelity, therefore teachers lecture more than students are actively engaged in lesson practice.

Plan to Monitor Progress Toward G3. `8`

Topic Assessments, Baseline compared to CGA1/2

Person Responsible

Tonya Alexandria Marx

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC agendas/minutes, lesson plans, data from CGAs and Topic Assessments, classroom observations from Administration and Coaches

G4. If we improve the efficacy and cohesiveness of grade level teams, then we will see an increase in the student achievement at each grade level across grade level across content areas as well as an increase in teacher job satisfaction/morale. `1a`

Targets Supported `1b`

`G047560`

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	
AMO Math - All Students	65.0
AMO Reading - All Students	73.0
FCAT 2.0 Science Proficiency	
FAA Writing Proficiency	

Resources Available to Support the Goal `2`

- Gallup coaching survey
- PLC group rewards
- Content area ELA and Math Coach
- Recognition Board
- Honor roll recognition for 6th grade with use of lanyards

Targeted Barriers to Achieving the Goal `3`

- Classroom management
- Mental Health Issues (depression, anxiety)
- Teacher morale

Plan to Monitor Progress Toward G4. `8`

Formal and informal classroom observations will be completed on a monthly basis.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The CAST will be used to monitor teachers' classroom management skills.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we increase writing instruction across content areas through implementation of a differentiated school-wide writing plan, then our overall school writing proficiency will increase. 1

🔑 G047564

G1.B2 Teachers need ongoing professional development to utilize online writing programs. 2

🔑 B122542

G1.B2.S1 Provide content area teachers scaffold support from peers,reading coach and assistant principal as they implement the school-wide writing plan. 4

🔑 S134438

Strategy Rationale

Content area teachers need scaffold support in order to successfully implement the school-wide writing plan across the curriculum.

Action Step 1 5

ELA teachers modeling the school-wide writing plan for content area teachers and providing ongoing support.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Student writing samples, peer observations, professional learning communities

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

Person Responsible

Schedule

Evidence of Completion

G1.B3 Time factor for students involved with reflecting on written essays. 2

🔧 B122543

G1.B3.S1 Teachers will model the importance of reflecting on written essays so as to assist students on improving the quality of their writing. 4

🔧 S134439

Strategy Rationale

As students learn to reflect on their writing through scaffold support the quality of their written essays will improve.

Action Step 1 5

ELA teachers will meet in their grade level content area professional learning community and create a writing reflection rubric to assist students in improving the quality of their essays.

Person Responsible

Schedule

Monthly, from 10/1/2014 to 1/30/2015

Evidence of Completion

Student writing samples, writing reflection rubric,PLC agendas,observations

G2. If we increase parent involvement through more parent events and greater communication, then our proficiency scores in math,reading, and science will increase. 1

🔍 G047563

G2.B1 Advertising and promoting the early evening events to parents/ families to ensure the event is well attended. 2

🔍 B118407

G2.B1.S1 Early evening learning opportunities are offered to increase parent involvement will be held four times a year. These events will be promoted using multiple advertising methods. 4

🔍 S131363

Strategy Rationale

Heightened awareness of the Parent Academy events by increasing the advertising of the event will prompt parents to attend in greater numbers.

Action Step 1 5

Promoting the Parent Academy event using multiple advertising techniques including: 1) Flyer home via students, 2) Parent Link phone call, 3) Event listed on school website, 4) Marquee in front of school/signs hung inside of school. Heightened awareness of the event will increase the turnout of both parents and staff.

Person Responsible

Tonya Alexandria Marx

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Attendance data, post event survey data and anecdotal data will be collected from attendees regarding how they heard about the event.

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

Sign in sheets will document parent participation. A post event survey form will be completed by parents to collect their perceptions regarding the information and relevance of the session.

Person Responsible

Tonya Alexandria Marx

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign in sheets and feedback forms filled out by parents at the conclusion of the event will be used to monitor for fidelity of implementation.

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

Improvement in attendance by 50% will be the benchmark for success. This benchmark will be measured by the number of adults signing in for each event. Successful implementation will produce an increase in the number of parents attending the event as well as 80% positive post-survey responses.

Person Responsible

Schedule

On 6/5/2015

Evidence of Completion

Attendance data and survey data will be collected from parents at the conclusion of the event to monitor efficacy of the event.

G2.B3 Motivating parents to continue and deepen their involvement with school events throughout the year. `2`

🔑 B119514

G2.B3.S1 Families will be provided with dinner and other incentives to encourage attendance at early evening events held at the school. `4`

🔑 S131580

Strategy Rationale

Parents are often over too whelmed with responsibilities and lack the time to attend events at school. Providing dinner for families will ease the burden and free up time to attend school events.

Action Step 1 `5`

In order to increase participation of parents and families various incentives will be offered. Incentives will include food and raffle prizes.

Person Responsible

Tonya Alexandria Marx

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The evidence that this task is complete will be that parents are being served food and awarded various incentives while attending the event.

Action Step 2 `5`

Business partners will be contacted and asked to provide food or donations to be use for motivational purposes for this event.

Person Responsible

Tonya Alexandria Marx

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The evidence will be that donations of food or other incentives are provided to the school. The school will then use those donations to motivate families to attend the early evening event.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Looking at evidence of completion will include noting the responsiveness of parents to an event that offers food versus an event that does not. Monitoring the attendance levels at these event will also provide valuable data as to the fidelity of implementation.

Person Responsible

Tonya Alexandria Marx

Schedule

Quarterly, from 8/18/2014 to 6/8/2015

Evidence of Completion

Participant sign in sheets & Post-event participant survey.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

The data that will be collected after each event will include how many participants took advantage of the early evening family event. Successful implementation will produce parents who are engaged more fully in their child's educational process. If we see the desired result we will continue with the plan that has been developed. Lack of desired result will mean we have to adjust our plan.

Person Responsible

Tonya Alexandria Marx

Schedule

On 6/5/2015

Evidence of Completion

The evidence of completion that will be collected are sign in sheets and post event feedback forms.

G3. If we increase the level of rigorous, relevant instruction using the gradual release model, then student engagement will increase, and therefore, achievement will increase. [1]

G047561

G3.B1 Teachers not using the gradual release model with fidelity, therefore teachers lecture more than students are actively engaged in lesson practice. [2]

B119497

G3.B1.S1 Train faculty in small groups on the district-provided technology to implement differentiation to increase student-centered learning. [4]

S131370

Strategy Rationale

Teachers have limited experience pulling and effectively utilize data to create student groups. Teachers also have limited experience implementing student-centered learning through stations.

Action Step 1 [5]

Administration, Coaches, and Department Chairs will provide professional development to teachers on Performance Matters, Achieve 3000, and other curriculum testing platforms.

Person Responsible

Tonya Alexandria Marx

Schedule

Quarterly, from 8/18/2014 to 12/19/2014

Evidence of Completion

PD agendas, PD attendance sheets, exit tickets from training with reflections, data to group students.

Action Step 2 [5]

Utilize PLC Common Planning to group students according to data from Performance Matters, Achieve 3000, and Digits and Pearson online data and testing platforms.

Person Responsible

Tonya Alexandria Marx

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC minutes and agendas, LP that show student groups and differentiation plans for students struggling to fully grasp concepts.

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

Administration and Coaches will attend PLCs to monitor use of data from all testing platforms to group students for differentiation.

Person Responsible

Tonya Alexandria Marx

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans demonstrating differientiation of stuent groups, PLC agendas and minutes that reflect planning of centers for differientiation, classroom observations by administration and coaches

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

Analyze the effectiveness of training and the fidelity of implementation of student groups for differientiation through classroom observations by administration and coaches and through student data.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Compare student data of assessments and reassessments (formal and informal) to see if grouping students and use of differentiation in student centers is showing improvement. Student engagement and students demonstrating their learning should increase due to differentiation as well.

G3.B1.S2 Peer Observations and Coaching Cycles 4

🔧 S131371

Strategy Rationale

Teachers need to see effective gradual release model in action and debrief with administration/ coach/instructional leaders to discuss how to implement effectively in their instruction. Planning gradual release into their lesson plans will reduce the amount of time teachers lecture and allow more time for student work.

Action Step 1 5

Identified teachers and volunteer teachers and Coach will conduct a Coaching Cycle to improve gradual release model and therefore increase student engagement.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Coach and administration will collect coaching cycle documentation, i.e., observation notes, lesson plans, feedback forms, etc.

Action Step 2 5

Teachers will conduct peer observations using the specific content "Look-Fors" document and provide constructive feedback and gain insight on implementing strategies to enhance the four pillars of excellent instruction.

Person Responsible

Tonya Alexandria Marx

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Feedback forms from observations, reflections of activities

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Administration, Specialists, Coaches, and Department Chairs will conduct the peer observations with teachers and monitor their lesson plans for reflection of implementations of strategies.

Person Responsible

Tonya Alexandria Marx

Schedule

Evidence of Completion

Reflection and feedback forms from peer observatoins, common PLC lesson plans reflecting enhancement of four pillars of excellent instruction, administration and coaches classroom observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Administration and Coach will continue to plan with each PLC to incorporate the strategies gained from the peer observations. Team will conduct additional peer observations quarterly to continue to enhance our instructional practices and the gradual release model.

Person Responsible

Tonya Alexandria Marx

Schedule

On 6/5/2015

Evidence of Completion

Additional reflections and feedback forms from peer observations. Lesson plans that reflect the strategies. Classroom observations of increase in student engagement.

G4. If we improve the efficacy and cohesiveness of grade level teams, then we will see an increase in the student achievement at each grade level across grade level across content areas as well as an increase in teacher job satisfaction/morale. 1

🔍 G047560

G4.B1 Classroom management 2

🔍 B118399

G4.B1.S1 Teacher will be provided with strategies in how to increase classroom performance and decrease inappropriate behaviors during classroom instruction time. 4

🔍 S131522

Strategy Rationale

Based on data from the school Dean, there is an increase of teacher referrals prior to intervention in classroom.

Action Step 1 5

Teachers will participate in monthly Faculty training.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data based on school behavioral reports from the Dean.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Weekly formal and informal classroom observations.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers will be observed based on CAST assessment.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Teachers will be provided positive and constructive feedback from formal and informal observations.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers will have an opportunity to ask questions and seek more assitsance based on feedback.

G4.B2 Mental Health Issues (depression, anxiety) `2`

`B119670`

G4.B2.S1 School counselors provide Parent Academies that directly deal with mental health issues. `4`

`S131525`

Strategy Rationale

A large population of middle school students suffer from bullying incidents in school and off campus

Action Step 1 `5`

Parents will attend quarterly parent academies.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Based on how many parents attended each parent academy.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Data from School Counselors and Dean will be closely monitored for its effectiveness.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Reports from School Counselors and Dean.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Collaboration and communication among ESE Teachers, School Counselors, General Education Teachers and Parents.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Staff Reports from ESE, General Ed, Dean and School Counselors.

G4.B2.S2 ESE teachers will identify and provide extra guidance in dealing with students whose disability such as Emotional Behavioral Disorder and Attention Deficit Disorders directly link to anxiety and depression. Collaboration among ESE teachers, school counselors and General Education teacher is considered a top priority in helping students with mental issues. 4

S131526

Strategy Rationale

At least 10% of the school population is represent by Exceptional Student Education students, many struggling with depression and anxiety that directly coorelates with their disability.

Action Step 1 5

Procedures are put into place allowing any staff member to refer to school counselors. School counselors are skilled in finding appropriate resources in school and off campus to aid in students' well being.

Person Responsible

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

ESE Teachers will observe, record and implement behavioral intervention and strategies to cope with mental health issues related to students' disability.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data on Intervention plans will be recorded to determine if strategies implemented are producing positive results.

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 `7`

Student achievement will increase.

Person Responsible

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Progress Reports will be monitored at least every three weeks to ensure interventions are working.

G4.B3 Teacher morale `2`

B119673

G4.B3.S1 Math and Reading Coaches are provided as an support system in guiding teachers during Professional Learning Communities to plan effectively. `4`

S131567

Strategy Rationale

Teachers are discouraged with new curriculum.

Action Step 1 `5`

Teachers will develop and implement highly effective lesson plans.

Person Responsible

Tonya Alexandria Marx

Schedule

On 6/5/2015

Evidence of Completion

The CAST will reflect teachers' ability to development and implement lesson plans.

Plan to Monitor Fidelity of Implementation of G4.B3.S1 `6`

With the presence of Math and Reading Coaches, teachers will be provided the support they need in producing effective lesson plans.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Gains in student achievement on Math and Reading will be evident across the board during formal and informal assessments.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

The Reading and Math Coach will collaborate with staff frequently and provide resources.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student achievement will be reflected on Progress Reports, Report Cards and through District/Statewide Assessments.

G4.B3.S2 Trainings in Monthly Faculty Meetings will address topics that pertain to Classroom Management Strategies. 4

S131568

Strategy Rationale

Teachers have an increased need for assistance in classroom pertaining to behavior management.

Action Step 1 5

Teachers have demonstrated a desire for professional development meetings related to implementing effective classroom management skills.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Teachers are asked to sign-n to demonstrate their presence at the meetings.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The CAST evaluation will demonstrate the level of performance in classroom management skills.

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Formal and informal observations will be completed by Administrative Staff.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The CAST evaluation will demonstrate teacher effectiveness in the area of classroom management.

G4.B3.S3 Grade Level Professional Learning Communities recognize teachers with an award and a description of why they are being recognized. 4

🔑 S131569

Strategy Rationale

Teachers need to be recognized for their work.

Action Step 1 5

During Grade Level PLCs, teachers will create a plan for recognition for both students and their peers.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The Professional Level Community Leader will ensure that one person and students will be recognized on a monthly basis.

Plan to Monitor Fidelity of Implementation of G4.B3.S3 `6`

One person will be assigned for each grade level to ensure a teacher and the students are being recognized on a monthly basis.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

An increase of teacher productivity across grade levels will demonstrate an increase in student achievement.

Plan to Monitor Effectiveness of Implementation of G4.B3.S3 `7`

Administration will monitor Professional Learning Communities.

Person Responsible

Tonya Alexandria Marx

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher morale will be reflected in Professional Learning Groups as teachers plan lessons.

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
G2.B1.S1.A1	Promoting the Parent Academy event using multiple advertising techniques including: 1) Flyer home via students, 2) Parent Link phone call, 3) Event listed on school website, 4) Marquee in front of school/signs hung inside of school. Heightened awareness of the event will increase the turnout of both parents and staff.	Alexandria Marx, Tonya	9/1/2014	Attendance data, post event survey data and anecdotal data will be collected from attendees regarding how they heard about the event.	5/1/2015 quarterly
G3.B1.S1.A1	Administration, Coaches, and Department Chairs will provide professional development to teachers on Performance Matters, Achieve 3000, and other curriculum testing platforms.	Alexandria Marx, Tonya	8/18/2014	PD agendas, PD attendance sheets, exit tickets from training with reflections, data to group students.	12/19/2014 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Teachers will participate in monthly Faculty training.	Alexandria Marx, Tonya	8/18/2014	Data based on school behavioral reports from the Dean.	6/5/2015 monthly
G4.B2.S1.A1	Parents will attend quarterly parent academies.	Alexandria Marx, Tonya	8/18/2014	Based on how many parents attended each parent academy.	6/5/2015 monthly
G3.B1.S2.A1	Identified teachers and volunteer teachers and Coach will conduct a Coaching Cycle to improve gradual release model and therefore increase student engagement.	Alexandria Marx, Tonya	8/18/2014	Coach and administration will collect coaching cycle documentation, i.e., observation notes, lesson plans, feedback forms, etc.	6/5/2015 monthly
G4.B2.S2.A1	Procedures are put into place allowing any staff member to refer to school counselors. School counselors are skilled in finding appropriate resources in school and off campus to aid in students' well being.		8/18/2014		6/5/2015 monthly
G4.B3.S1.A1	Teachers will develop and implement highly effective lesson plans.	Alexandria Marx, Tonya	8/18/2014	The CAST will reflect teachers' ability to development and implement lesson plans.	6/5/2015 one-time
G2.B3.S1.A1	In order to increase participation of parents and families various incentives will be offered. Incentives will include food and raffle prizes.	Alexandria Marx, Tonya	8/18/2014	The evidence that this task is complete will be that parents are being served food and awarded various incentives while attending the event.	6/5/2015 quarterly
G4.B3.S3.A1	During Grade Level PLCs, teachers will create a plan for recognition for both students and their peers.	Alexandria Marx, Tonya	8/18/2014	The Professional Level Community Leader will ensure that one person and students will be recognized on a monthly basis.	6/5/2015 monthly
G4.B3.S2.A1	Teachers have demonstrated a desire for professional development meetings related to implementing effective classroom management skills.	Alexandria Marx, Tonya	8/18/2014		6/5/2015 monthly
G1.B2.S1.A1	ELA teachers modeling the school-wide writing plan for content area teachers and providing ongoing support.	Alexandria Marx, Tonya	10/1/2014	Student writing samples, peer observations, professional learning communities	5/29/2015 monthly
G1.B3.S1.A1	ELA teachers will meet in their grade level content area professional learning community and create a writing reflection rubric to assist students in improving the quality of their essays.		10/1/2014	Student writing samples, writing reflection rubric,PLC agendas,observations	1/30/2015 monthly
G3.B1.S2.A2	Teachers will conduct peer observations using the specific content "Look-Fors" document and provide constructive feedback and gain insight on implementing strategies to enhance the four pillars of excellent instruction.	Alexandria Marx, Tonya	8/18/2014	Feedback forms from observations, reflections of activities	6/5/2015 quarterly
G2.B3.S1.A2	Business partners will be contacted and asked to provide food or donations to be use for motivational purposes for this event.	Alexandria Marx, Tonya	8/18/2014	The evidence will be that donations of food or other incentives are provided to the school. The school will then use those donations to motivate families to attend the early evening event.	6/5/2015 quarterly
G3.B1.S1.A2	Utilize PLC Common Planning to group students according to data from Performance Matters, Achieve 3000, and Digits and Pearson online data and testing platforms.	Alexandria Marx, Tonya	8/18/2014	PLC minutes and agendas, LP that show student groups and differentiation plans for students struggling to fully grasp concepts.	6/5/2015 biweekly
G1.B2.S1.MA1	[no content entered]			one-time	
G2.MA1	Attendance data will be collected in order to measure the efficacy of the promotion of the event. An increase of 50% in attendance over the course of the year would be considered a positive result. A drop of 50% or more in attendance would be considered a poor	Alexandria Marx, Tonya	8/18/2014	Sign in sheets and post-event survey data	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	result. If attendance increases we will continue our advertising efforts. A poor result would cause us to examine other means of promotional activities or session topics.				
G2.B1.S1.MA1	Improvement in attendance by 50% will be the benchmark for success. This benchmark will be measured by the number of adults signing in for each event. Successful implementation will produce an increase in the number of parents attending the event as well as 80% positive post-survey responses.		8/18/2014	Attendance data and survey data will be collected from parents at the conclusion of the event to monitor efficacy of the event.	6/5/2015 one-time
G2.B1.S1.MA1	Sign in sheets will document parent participation. A post event survey form will be completed by parents to collect their perceptions regarding the information and relevance of the session.	Alexandria Marx, Tonya	8/18/2014	Sign in sheets and feedback forms filled out by parents at the conclusion of the event will be used to monitor for fidelity of implementation.	6/5/2015 quarterly
G2.B3.S1.MA1	The data that will be collected after each event will include how many participants took advantage of the early evening family event. Successful implementation will produce parents who are engaged more fully in their child's educational process. If we see the desired result we will continue with the plan that has been developed. Lack of desired result will mean we have to adjust our plan.	Alexandria Marx, Tonya	8/11/2014	The evidence of completion that will be collected are sign in sheets and post event feedback forms.	6/5/2015 one-time
G2.B3.S1.MA1	Looking at evidence of completion will include noting the responsiveness of parents to an event that offers food versus an event that does not. Monitoring the attendance levels at these event will also provide valuable data as to the fidelity of implementation.	Alexandria Marx, Tonya	8/18/2014	Participant sign in sheets & Post-event participant survey.	6/8/2015 quarterly
G3.MA1	Topic Assessments, Baseline compared to CGA1/2	Alexandria Marx, Tonya	8/18/2014	PLC agendas/minutes, lesson plans, data from CGAs and Topic Assessments, classroom observations from Administration and Coaches	6/5/2015 quarterly
G3.B1.S1.MA1	Analyze the effectiveness of training and the fidelity of implementation of student groups for differentiation through classroom observations by administration and coaches and through student data.	Alexandria Marx, Tonya	8/18/2014	Compare student data of assessments and reassessments (formal and informal) to see if grouping students and use of differentiation in student centers is showing improvement. Student engagement and students demonstrating their learning should increase due to differentiation as well.	6/5/2015 monthly
G3.B1.S1.MA1	Administration and Coaches will attend PLCs to monitor use of data from all testing platforms to group students for differentiation.	Alexandria Marx, Tonya	8/18/2014	Lesson plans demonstrating differentiation of stuent groups, PLC agendas and minutes that reflect planning of centers for differientiation, classroom observations by administration and coaches	6/5/2015 weekly
G3.B1.S2.MA1	Administration and Coach will continue to plan with each PLC to incorporate the strategies gained from the peer observations. Team will conduct additional peer observations quarterly to continue to enhance our instructional practices and the gradual release model.	Alexandria Marx, Tonya	8/18/2014	Additional reflections and feedback forms from peer observations. Lesson plans that reflect the strategies. Classroom observations of increase in student engagement.	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1	Administration, Specialists, Coaches, and Department Chairs will conduct the peer observations with teachers and monitor their lesson plans for reflection of implementations of strategies.	Alexandria Marx, Tonya	8/18/2014	Reflection and feedback forms from peer observatoins, common PLC lesson plans reflecting enhancement of four pillars of excellent instruction, administration and coaches classroom observations	one-time
G4.MA1	Formal and informal classroom observations will be completed on a monthly basis.	Alexandria Marx, Tonya	8/18/2014	The CAST will be used to monitor teachers' classroom management skills.	6/5/2015 monthly
G4.B1.S1.MA1	Teachers will be provided positive and constructive feedback from formal and informal observations.	Alexandria Marx, Tonya	8/18/2014	Teachers will have an opportunity to ask questions and seek more assitsance based on feedback.	6/5/2015 monthly
G4.B1.S1.MA1	Weekly formal and informal classroom observations.	Alexandria Marx, Tonya	8/18/2014	Teachers will be observed based on CAST assessment.	6/5/2015 monthly
G4.B2.S1.MA1	Collaboration and communication among ESE Teachers, School Counselors, General Education Teachers and Parents.	Alexandria Marx, Tonya	8/18/2014	Staff Reports from ESE, General Ed, Dean and School Counselors.	6/5/2015 monthly
G4.B2.S1.MA1	Data from School Counselors and Dean will be closely monitored for its effectiveness.	Alexandria Marx, Tonya	8/18/2014	Reports from School Counselors and Dean.	6/5/2015 monthly
G4.B3.S1.MA1	The Reading and Math Coach will collaborate with staff frequently and provide resources.	Alexandria Marx, Tonya	8/18/2014	Student achievement will be reflected on Progress Reports, Report Cards and through District/Statewide Assessments.	6/5/2015 monthly
G4.B3.S1.MA1	With the presence of Math and Reading Coaches, teachers will be provided the support they need in producing effective lesson plans.	Alexandria Marx, Tonya	8/18/2014	Gains in student achievement on Math and Reading will be evident across the board during formal and informal assessments.	6/5/2015 monthly
G4.B2.S2.MA1	Student achievement will increase.		8/18/2014	Progress Reports will be monitored at least every three weeks to ensure interventions are working.	6/5/2015 monthly
G4.B2.S2.MA1	ESE Teachers will observe, record and implement behavioral intervention and strategies to cope with mental health issues related to students' disability.	Alexandria Marx, Tonya	8/18/2014	Data on Intervention plans will be recorded to determine if strategies implemented are producing positive results.	6/5/2015 monthly
G4.B3.S2.MA1	Formal and informal observations will be completed by Administrative Staff.	Alexandria Marx, Tonya	8/18/2014	The CAST evaluation will demonstrate teacher effectiveness in the area of classroom management.	6/5/2015 monthly
G4.B3.S2.MA1	Teachers are asked to sign-n to demonstrate their presence at the meetings.	Alexandria Marx, Tonya	8/18/2014	The CAST evaluation will demonstrate the level of performance in classroom management skills.	6/5/2015 monthly
G4.B3.S3.MA1	Administration will monitor Professional Learning Communities.	Alexandria Marx, Tonya	8/18/2014	Teacher morale will be reflected in Professional Learning Groups as teachers plan lessons.	6/5/2015 monthly
G4.B3.S3.MA1	One person will be assigned for each grade level to ensure a teacher and the students are being recognized on a monthly basis.	Alexandria Marx, Tonya	8/18/2014	An increase of teacher productivity across grade levels will demonstrate an increase in student achievement.	6/5/2015 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 Opportuntities

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

G1. If we increase writing instruction across content areas through implementation of a differentiated school-wide writing plan, then our overall school writing proficiency will increase.

G1.B2 Teachers need ongoing professional development to utilize online writing programs.

G1.B2.S1 Provide content area teachers scaffold support from peers,reading coach and assistant principal as they implement the school-wide writing plan.

PD Opportunity 1

ELA teachers modeling the school-wide writing plan for content area teachers and providing ongoing support.

Facilitator

Reading Coach and ELA Teachers

Participants

Other Content Areas, including Math, Science, Social Studies, and electives

Schedule

Monthly, from 10/1/2014 to 5/29/2015

G3. If we increase the level of rigorous, relevant instruction using the gradual release model, then student engagement will increase, and therefore, achievement will increase.

G3.B1 Teachers not using the gradual release model with fidelity, therefore teachers lecture more than students are actively engaged in lesson practice.

G3.B1.S1 Train faculty in small groups on the district-provided technology to implement differentiation to increase student-centered learning.

PD Opportunity 1

Administration, Coaches, and Department Chairs will provide professional development to teachers on Performance Matters, Achieve 3000, and other curriculum testing platforms.

Facilitator

Administration, Coaches, Department Chairs, and District Specialists

Participants

ELA/Reading, Science, Social Studies - Achieve 3000 Math - Digits and Pearson Curriculum testing platforms ALL departments - Performance Matters

Schedule

Quarterly, from 8/18/2014 to 12/19/2014

G3.B1.S2 Peer Observations and Coaching Cycles

PD Opportunity 1

Identified teachers and volunteer teachers and Coach will conduct a Coaching Cycle to improve gradual release model and therefore increase student engagement.

Facilitator

Administration and Coaches

Participants

All Teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

PD Opportunity 2

Teachers will conduct peer observations using the specific content "Look-Fors" document and provide constructive feedback and gain insight on implementing strategies to enhance the four pillars of excellent instruction.

Facilitator

Administration, Coaches, and Department Chairs

Participants

All Teachers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

G4. If we improve the efficacy and cohesiveness of grade level teams, then we will see an increase in the student achievement at each grade level across grade level across content areas as well as an increase in teacher job satisfaction/morale.

G4.B3 Teacher morale

G4.B3.S3 Grade Level Professional Learning Communities recognize teachers with an award and a description of why they are being recognized.

PD Opportunity 1

During Grade Level PLCs, teachers will create a plan for recognition for both students and their peers.

Facilitator

Grade Level Chair and Teachers

Participants

Grade Level Teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 2: If we increase parent involvement through more parent events and greater communication, then our proficiency scores in math,reading, and science will increase.	2,000
Goal 3: If we increase the level of rigorous, relevant instruction using the gradual release model, then student engagement will increase, and therefore, achievement will increase.	1,000
Goal 4: If we improve the efficacy and cohesiveness of grade level teams, then we will see an increase in the student achievement at each grade level across grade level across content areas as well as an increase in teacher job satisfaction/morale.	1,500
Grand Total	**4,500**

Goal 2: If we increase parent involvement through more parent events and greater communication, then our proficiency scores in math,reading, and science will increase.		
Description	**Source**	**Total**
B1.S1.A1 - To provide funding for parent events, including guest speakers, as well as communication for events and materials.	School Improvement Funds	1,000
B3.S1.A1 - Providing food and incentives to increase participation	School Improvement Funds	1,000
Total Goal 2		**2,000**

Goal 3: If we increase the level of rigorous, relevant instruction using the gradual release model, then student engagement will increase, and therefore, achievement will increase.		
Description	**Source**	**Total**
B1.S2.A2 - To provide TDEs for teachers to peer observe in our school and other schools	School Improvement Funds	1,000
Total Goal 3		**1,000**

Goal 4: If we improve the efficacy and cohesiveness of grade level teams, then we will see an increase in the student achievement at each grade level across grade level across content areas as well as an increase in teacher job satisfaction/morale.		
Description	**Source**	**Total**
B1.S1.A1 - To provide TDEs for teacher to observe other teachers with excellent skills in this area	School Improvement Funds	1,000
B1.S1.A1		0
B3.S3.A1 - Survey data shows that teachers want recognition	School Improvement Funds	500
Total Goal 4		**1,500**