

Flagler Schools

Old Kings Elementary School



2015-16 School Improvement Plan

Old Kings Elementary School

301 OLD KINGS RD S, Flagler Beach, FL 32136

www.flaglerschools.com

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	51%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	23%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

*Preliminary Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

Welcome to Old Kings Elementary School, home of the Wise Owls. We are committed to our vision of being the Nation's premier learning organization as evidenced by our A School Grade and the exceptional growth our students showed as measured by Florida's School Report Card. Our mission is to prepare our students for success today and for all the tomorrows to come by developing the leaders of tomorrow, today! No matter where we look, change is happening at an increasingly rapid pace. Unlike any time in history, schools are called to prepare our youth for careers that do not exist yet! To meet this challenge, we have partnered with Franklin Covey to become a Leader in Me School. This flagship focus on leadership will equip our students with the 21st Century Skills they need to be successful today and in the future.

Provide the school's vision statement

We are committed to our vision of being the Nation's premier learning organization as evidenced by our A School Grade and the exceptional growth our students showed as measured by Florida's School Report Card.

School Environment

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

Old Kings Elementary values student's cultures and the time spent on building relationships between students and teachers. This process is largely developed through our Positive Behavior Support program (PBS) and the flagship program, The Leader in Me. Relationships between teachers and students are also developed and sustained through in house and school supported student clubs as well as community service organizations.

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

Old Kings Elementary creates an environment where students feel safe and respected before, during and after school using the PBS model and The Leader in Me Program. PBS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. On an individual level, PBS uses functional behavior assessments to understand the relationships between a student's behavior and characteristics of his or her environment. The functional behavior assessment identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student.

The Leader in Me is a whole-school transformation model that acts like the operating system of a computer—it improves the performance of all other programs. Based on The 7 Habits of Highly Effective People, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st-century economy. Through teaching the 7 Habits of Highly Effective People, students have an opportunity to utilize a common language that supports safety and respect.

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

On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.

PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

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

Old Kings Elementary ensures the social-emotional needs of all students by providing counseling, mentoring and other pupil service through its guidance department and district level support. The Champion Mentoring program has been developed this year to work with students with additional needs. Students may have been identified in the MTSS department, classroom referrals, teacher referrals or parent communication.

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

6th Grade Early Warning Systems

*Attendance below 90 percent, regardless of whether absence is excused or as a result of an out-of-school suspension- tracked daily, 5-day and 10-day letters, truancy meeting with guidance, district-parent partnership

*One or more suspensions, whether in school or out of school-PBS strategies & curriculum, district matrix student code of conduct, guidance counseling

*Course failure in ELA or Math- identification through MTSS process, early identification and notification of potential course failure, remedial small group instructional support, credit-recovery summer program, parent-school communication & support.

*A Level 1 score on statewide, standardized assessments ELA or Mathematics- identification through MTSS process, remedial small group instructional support in content area, parent-school communication & support.

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	
Attendance below 90 percent	0	
One or more suspensions	17	17
Course failure in ELA or Math	25	25
Level 1 on statewide assessment	0	

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

Indicator	Grade Level	Total
	6	
Students exhibiting two or more indicators	8	8

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

6th Grade Intervention Strategies for 2 or more early warning indicators

*Course failure in ELA or Math- identification through MTSS process, early identification and notification of potential course failure, remedial small group instructional support, ability group course placement, tutoring resource options, guidance counseling, credit-recovery summer program, parent-school communication & support.

*A Level 1 score on statewide, standardized assessments ELA or Mathematics- identification through MTSS process, remedial small group instructional support, ability group course placement, tutoring resource options, guidance counseling, parent-school communication & support.

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

Old Kings is dedicated to building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision as well as keeping parents informed of their child's progress. The designated flagship program, the Leader in Me, was selected to expand and enhance community and parental involvement and positive relationships with all students. The school will also be enhancing its flagship program by adding Marine Science. The program will focus on STEM activities within the school as well as incorporating community events.

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

Old Kings offers a minimum of two parent face-to-face conferences with all parents. The first conference is held at the end of the first nine week period. The second is scheduled for the third interim report. The reason for the parent conference at interim is due to giving a student a chance to make improvements before it was too late. A back to school 'open house' takes place on the Friday before school starts followed by grade-level curriculum nights through mid-September. At this time, teachers share expectations with parents. A monthly calendar and newsletter also goes with each student with further reference to the updated school website. Parents are also invited to participate in PTO and SAC through meetings as well as events. Through the Leader In Me implementation process, a community day will be held to showcase student leadership and achievement for the school year.

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:

Name	Title
Bird, Kirianne	Assistant Principal
Schell, Nick	Assistant Principal
Osypan, Benjamin	Principal

Duties

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

Each school-based leadership team member is responsible for providing input and/or data on the MTSS process. Administration is present to assist with the allocation of resources and providing alternative ideas in how to provide students with tier 2 & 3 interventions. Administration is also responsible for ensuring the fidelity of instruction. Guidance is present to discuss and question/ concerns with how the process is being implemented. Reading Coach is present to discuss progress monitoring data and discuss the effectiveness of the tier 2 & 3 interventions being provided based on the progress monitoring data. School psychologist is present to discuss questions or concerns with the process or paperwork involved in the MTSS process. MTSS coordinator is present to facilitate meeting and discuss what is and is not working for the school's MTSS process/procedures.

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

We have several routes to monitor the implementation of MTSS structures. We have monthly core MTSS team meetings to address how school the MTSS system is working. We look at school wide data to address what the needs are for the school. After looking at the data we discuss the best way to allocate our resources the address the needs of the school/grade level. Each teacher meets with the MTSS coordinator on a monthly basis to look at data and discuss the needs of their individual students. The data used is comprised of the following: classroom assessments, State-wide standardize assessments, performance matters. In addition, training's are held 3 times a year (after each progress monitoring window to look at grade level /classroom data. In these training's we discuss how each grade level is implementing their tier 2 & 3 interventions and grade level fidelity.

OKES used District Title II funds to support a writing curriculum that is research-based and relevant to current writing standards and expectations.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Benjamin Osypian	Principal
Kim Morgan	Teacher
Michelle Bishop	Teacher
Julia Deuter	Education Support Employee
Catrina Vargas	Parent
Rebekah Lafferty	Parent
Desiree Challice	Parent
Cindy Hate	Parent
Christina Gilliam	Parent
Sarah Lombardo	Parent
Kathryn Tyler	Business/Community
Lisa Peterson	Parent
Denise Harshbarger	Business/Community
Rachel Palmer	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

Flagler is ranked 12th for reading, 14th for math, 14th for proficiency in writing and 29th in science. Flagler is ranked 12th overall in the state. Our goal is to reach the top ten. OKES's Grade improved from a B rating in 2013 to an A rating in 2014. OKES is #2 in the district, trailing WES by 3 points. OKES was the only school to make positive gains in every area. We will continue to focus on improving science and writing proficiency. Our ranking within the county for SAT10 tests, taken by grades K-2 were reviewed and currently are 2nd highest in the district. The current evaluation is based on the 13-14 school year. Once the 14-15 FSA data is released, this section will be updated to show the evaluation of last year's school improvement plan.

Development of this school improvement plan

The OKES SAC team was involved in the development of this school improvement plan through its collaboration in the areas of teacher input, parental input and its administrative input. The SAC OKES team assisted in the process through the forum presentation of the goals and strategies that support the OKES School Improvement Plan.

Preparation of the school's annual budget and plan

At this time, there is no projected use of school improvement funds or allocations towards projects.

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

At this time, there is no projected use of school improvement funds or allocations towards projects.

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:

Name	Title
Bird, Kirianne	Assistant Principal
Schell, Nick	Assistant Principal
Osypan, Benjamin	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the Literacy Leadership Team for the 2015-16 School Year will be the Old Kings Owls Read, Reading Counts Contest, Dr. Seuss Night, Poetry Night, Battle of the Books throughout the elementary school district and a character book study/parade.

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

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

- *Daily collaborative planning time
- *Monthly grade-level professional development
- *Monthly grade-level team collaboration on MTSS students
- *Daily iii instruction that supports collaborative conversations about students

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

Person Responsible- Benjamin Osypan, Kirianne Bird, Nickolas Schell
District Human Resource Department will provide the school with a list of all highly-qualified applicants that have applied for the available positions. Administration will interview applicants and offer positions to those most qualified. Once teachers are on staff, a mentor, along with a team leader will be provided to those teachers to assist in transitioning into Flagler County Public Schools. New hires will also meet with an administrator on a monthly basis to discuss any issue that a teacher may need to address or want assistance.

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

New teachers to Old Kings Elementary School will be provided a mentor teacher. Teachers with National Board Certification and/or Clinical Education Training will be used the mentors. Mentor and Mentees will

be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to model classrooms within the school and District.

If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern or need, review available options, and assist the teacher in the development of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one-on-one coaching opportunities with the reading coach; assignment to a mentor teacher; or assignment to ongoing professional development offered by the District.

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

Old Kings ensures that its core instructional programs and materials are aligned to Florida's standards by continued growth and development of curriculum programs, instructional guides and professional development focusing on the standards.

*Curriculum programs and resources were selected to fully support and align closely to Florida's Standards with rigor and relevance.

*Instructional guides map out the development of the Florida standards in relationship to student achievement and growth.

*Professional Development is aligned to student needs and supports both student and teacher access to the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

OKES analyzes student achievement data in both 'real time' and archival methods. This data is reviewed on a weekly and monthly basis to ensure that differentiated instructional opportunities are identified to meet the diverse needs of all students. In addition, OKES engages in Data Days with District Leadership to align and share best practices with other District schools with updated and concurrent data.

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: Summer Program

Minutes added to school year: 0

Ongoing Professional Development for teachers and staff

Strategy Rationale

Continuous improvement in core academic areas

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Osypian, Benjamin, osypianb@flaglerschools.com

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

*ERO tracking of professional development

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

Transition to Pre-K to Kindergarten: When a Pre K to Kindergarten student registers parents are given a date and time to meet with the kindergarten guidance counselor for an assessment and orientation. The parent and student are given a tour of the school. Kindergarten students and parents are also invited to come to meet the teacher the Friday before school starts so the student and parent can get familiar with the teacher.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Sustain or increase OKES Percentile Rank measured on FSA English Language Arts (ELA)
- G2.** Sustain or increase OKES Percentile Rank measured on FSA Mathematics
- G3.** Sustain or increase OKES Percentile Rank of students scoring on FCAT 2.0 Science

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. Sustain or increase OKES Percentile Rank measured on FSA English Language Arts (ELA) 1a

G072512

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	82.0
FSA English Language Arts - Achievement	75.0
ELA/Reading Gains	83.0
ELA/Reading Lowest 25% Gains	85.0

Resources Available to Support the Goal 2

- Bi-monthly progress monitoring meetings will be held with all grade level teachers to determine progress of students.
- Classroom assessments and progress monitoring
- Assessment data results and comparisons to previous assessments.
- Professional Development

Targeted Barriers to Achieving the Goal 3

- Lack of instruction on specific areas of weaknesses prevalent in grade levels as a whole.

Plan to Monitor Progress Toward G1. 8

Professional Development for FSA ELA assessments and curriculum

Person Responsible

Benjamin Osypian

Schedule

Monthly, from 8/18/2015 to 8/18/2016

Evidence of Completion

School-based PLC's, District-led Meetings, MTSS Meetings, Data Review Meetings, Faculty Meetings, Grade Level Meetings

G2. Sustain or increase OKES Percentile Rank measured on FSA Mathematics 1a

G072513

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	75.0
FSA Mathematics - Achievement	79.0
Math Gains	83.0
Math Lowest 25% Gains	76.0

Resources Available to Support the Goal 2

- Bi-monthly progress monitoring meetings will be held with all grade level teachers to determine progress of students.
- Professional development that focuses specifically on the needs of ESE and low SES students.
- Available data and progress monitoring tools such as FSA data , Quarterly Math Assessments, District Implemented progress monitoring tools.

Targeted Barriers to Achieving the Goal 3

- Lack of instruction on specific areas of weaknesses prevalent in grade levels as a whole.

Plan to Monitor Progress Toward G2. 8

Professional development on Florida Standards and curriculum

Person Responsible

Benjamin Osypian

Schedule

Monthly, from 8/18/2015 to 8/18/2015

Evidence of Completion

FSA, Classroom assessment, Performance Matters and District Implemented progress monitoring tools.

G3. Sustain or increase OKES Percentile Rank of students scoring on FCAT 2.0 Science 1a

G072514

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0

Resources Available to Support the Goal 2

- Professional development will be given on unpacking the science standards to improve the understanding on what is required to be taught.
- Progress Monitoring benchmark assessments will be given 2-3 times per year in order to assess the progress of science instruction.
- Students will have opportunities to analyze scientific information and learn to critically read grade level complex scientific text.
- Detailed science pacing guides will be implemented in grades kinder through six.
- Grades 3-5 will participate in the Science Olympiad Competition

Targeted Barriers to Achieving the Goal 3

- Florida 2.0 standards and Curriculum Support

Plan to Monitor Progress Toward G3. 8

Instructional curriculum that is aligned with NGSS 2.0 /Florida Standards & Assessments

Person Responsible

Benjamin Osypian

Schedule

Monthly, from 8/18/2015 to 8/18/2016

Evidence of Completion

Alignment to FCAT 2.0 data, Progress Monitoring, District Implemented Progress Monitoring Tools

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. Sustain or increase OKES Percentile Rank measured on FSA English Language Arts (ELA) **1**

 G072512

G1.B2 Lack of instruction on specific areas of weaknesses prevalent in grade levels as a whole. **2**

 B188991

G1.B2.S1 Reading Coach and Literacy Team will identify areas of weakness using progress Monitoring data. Professional development will be offered to enhance instruction in those areas. **4**

 S200440

Strategy Rationale

Strategic professional development that focuses on areas of weakness.

Action Step 1 **5**

Professional Development on FSA ELA standards and curriculum.

Person Responsible

Kirianne Bird

Schedule

Monthly, from 8/18/2015 to 8/18/2016

Evidence of Completion

FAIR, Performance Matters, Quarterly assessments, District Review Assessments

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

Professional Development on FSA ELA Standards and curriculum

Person Responsible

Benjamin Osypan

Schedule

Monthly, from 8/18/2015 to 8/18/2016

Evidence of Completion

FSA, FAIR, Performance Matters, District Assessments,

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

Professional Development on FSA ELA standards and curriculum

Person Responsible

Benjamin Osypan

Schedule

Monthly, from 8/18/2015 to 8/18/2016

Evidence of Completion

Comparison of Progress Monitoring Data, statewide assessments, district assessments, class assessments

G2. Sustain or increase OKES Percentile Rank measured on FSA Mathematics 1

G072513

G2.B3 Lack of instruction on specific areas of weaknesses prevalent in grade levels as a whole. 2

B188995

G2.B3.S1 Professional Development on FSA Math Standards & curriculum integration 4

S200447

Strategy Rationale

Continuous improvement on integrating curriculum and FSA standards

Action Step 1 5

Professional Development on Florida Standards and curriculum

Person Responsible

Kirianne Bird

Schedule

Monthly, from 8/18/2015 to 6/8/2016

Evidence of Completion

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

Professional Development on Florida Standards and curriculum

Person Responsible

Benjamin Osypian

Schedule

Monthly, from 8/18/2015 to 8/18/2016

Evidence of Completion

Classroom assessment, progress monitoring assessment, district assessment, curriculum reviews

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

Professional Development in Florida standards and curriculum

Person Responsible

Benjamin Osypian

Schedule

Monthly, from 8/18/2015 to 6/8/2016


Evidence of Completion

Classroom assessment, progress monitoring assessment, district assessment, curriculum reviews

G3. Sustain or increase OKES Percentile Rank of students scoring on FCAT 2.0 Science 1

 G072514

G3.B3 Florida 2.0 standards and Curriculum Support 2

 B188998

G3.B3.S1 Develop and implement curriculum maps in k-6 science content area. 4

 S200455

Strategy Rationale

Cross-curricular resources and support for science content areas

Action Step 1 5

Professional Development on Florida 2.0 Science Standards and Curriculum

Person Responsible

Benjamin Osypian

Schedule

Monthly, from 8/18/2015 to 6/8/2016

Evidence of Completion

Classroom data, progress monitoring data, quarterly assessments

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Professional Development on Florida 2.0 Standards and Curriculum

Person Responsible

Benjamin Osypian

Schedule

Monthly, from 8/18/2015 to 6/8/2016

Evidence of Completion

Classroom data, progress monitoring data, quarterly assessments

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Professional Development on Florida 2.0 Science Standards and Curriculum

Person Responsible

Benjamin Osypian

Schedule

Monthly, from 8/18/2015 to 6/8/2016

Evidence of Completion

School-based PLC's, District-led Meetings, MTSS Meetings, Data Review Meetings, Faculty Meetings, 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.B2.S1.A1	Professional Development on FSA ELA standards and curriculum.	Bird, Kirianne	8/18/2015	FAIR, Performance Matters, Quarterly assessments, District Review Assessments	8/18/2016 monthly
G2.B3.S1.A1	Professional Development on Florida Standards and curriculum	Bird, Kirianne	8/18/2015		6/8/2016 monthly
G3.B3.S1.A1	Professional Development on Florida 2.0 Science Standards and Curriculum	Osypian, Benjamin	8/18/2015	Classroom data, progress monitoring data, quarterly assessments	6/8/2016 monthly
G1.MA1	Professional Development for FSA ELA assessments and curriculum	Osypian, Benjamin	8/18/2015	School-based PLC's, District-led Meetings, MTSS Meetings, Data Review Meetings, Faculty Meetings, Grade Level Meetings	8/18/2016 monthly
G1.B2.S1.MA1	Professional Development on FSA ELA standards and curriculum	Osypian, Benjamin	8/18/2015	Comparison of Progress Monitoring Data, statewide assessments, district assessments, class assessments	8/18/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Professional Development on FSA ELA Standards and curriculum	Osygian, Benjamin	8/18/2015	FSA, FAIR, Performance Matters, District Assessments,	8/18/2016 monthly
G2.MA1	Professional development on Florida Standards and curriculum	Osygian, Benjamin	8/18/2015	FSA, Classroom assessment, Performance Matters and District Implemented progress monitoring tools.	8/18/2015 monthly
G2.B3.S1.MA1	Professional Development in Florida standards and curriculum	Osygian, Benjamin	8/18/2015	Classroom assessment, progress monitoring assessment, district assessment, curriculum reviews	6/8/2016 monthly
G2.B3.S1.MA1	Professional Development on Florida Standards and curriculum	Osygian, Benjamin	8/18/2015	Classroom assessment, progress monitoring assessment, district assessment, curriculum reviews	8/18/2016 monthly
G3.MA1	Instructional curriculum that is aligned with NGSS 2.0 /Florida Standards & Assessments	Osygian, Benjamin	8/18/2015	Alignment to FCAT 2.0 data, Progress Monitoring, District Implemented Progress Monitoring Tools	8/18/2016 monthly
G3.B3.S1.MA1	Professional Development on Florida 2.0 Science Standards and Curriculum	Osygian, Benjamin	8/18/2015	School-based PLC's, District-led Meetings, MTSS Meetings, Data Review Meetings, Faculty Meetings, Grade Level Meetings	6/8/2016 monthly
G3.B3.S1.MA1	Professional Development on Florida 2.0 Standards and Curriculum	Osygian, Benjamin	8/18/2015	Classroom data, progress monitoring data, quarterly assessments	6/8/2016 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. Sustain or increase OKES Percentile Rank measured on FSA English Language Arts (ELA)

G1.B2 Lack of instruction on specific areas of weaknesses prevalent in grade levels as a whole.

G1.B2.S1 Reading Coach and Literacy Team will identify areas of weakness using progress Monitoring data. Professional development will be offered to enhance instruction in those areas.

PD Opportunity 1

Professional Development on FSA ELA standards and curriculum.

Facilitator

Reading Coach, Literacy Team, Administration, District Curriculum Team

Participants

2015-16 Faculty and Staff

Schedule

Monthly, from 8/18/2015 to 8/18/2016

G2. Sustain or increase OKES Percentile Rank measured on FSA Mathematics

G2.B3 Lack of instruction on specific areas of weaknesses prevalent in grade levels as a whole.

G2.B3.S1 Professional Development on FSA Math Standards & curriculum integration

PD Opportunity 1

Professional Development on Florida Standards and curriculum

Facilitator

LLT, Reading Coach, TSC, School Teams, District Teams, Content Resources

Participants

2015-16 Faculty & Staff

Schedule

Monthly, from 8/18/2015 to 6/8/2016

G3. Sustain or increase OKES Percentile Rank of students scoring on FCAT 2.0 Science

G3.B3 Florida 2.0 standards and Curriculum Support

G3.B3.S1 Develop and implement curriculum maps in k-6 science content area.

PD Opportunity 1

Professional Development on Florida 2.0 Science Standards and Curriculum

Facilitator

PLC facilitators, school-level facilitators, Reading Coach, TSC, district-level support

Participants

2015-16 faculty & staff

Schedule

Monthly, from 8/18/2015 to 6/8/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B2.S1.A1	Professional Development on FSA ELA standards and curriculum.				\$0.00
2	G2.B3.S1.A1	Professional Development on Florida Standards and curriculum				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$0.00
<i>Notes: iExcell Curriculum Support Program</i>						
3	G3.B3.S1.A1	Professional Development on Florida 2.0 Science Standards and Curriculum				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$0.00
<i>Notes: Science Olympiad Enrollment</i>						
					Total:	\$0.00