Ochwilla Elementary School

2016-17 School Improvement Plan

Ochwilla Elementary School

299 N STATE ROAD 21, Hawthorne, FL 32640

oes.putnamschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	F	D

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 Putnam 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Ochwilla Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Dustin Sims](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

We will ensure the success of every student at high levels of learning.

b. Provide the school's vision statement

We will create a safe collaborative culture that uses standards-based differentiated instruction to ensure student success.

2. School Environment

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

We have a single school wide positive behavior plan to include 5 Whole Brain rules, point systems in each class room, unified fun activities based on the points, and quarterly celebrations. During these opportunities the teachers interact with the students and family members and learn from one another. We hold weekly class councils and involve the Northeast Florida Community Action Agency as a partner to serve our community. The North-East Florida Community Action Agency is a non-profit group which uses grant funding to help indigent individuals and families pay for electricity, access government assistance, and engage in their community to gain training and education to better their lives and build skills for future employment.
Data collected the 5 Essentials Parent, Teacher, and Student survey was used to create our School's mission statement and our School Improvement Plan. Our mission and vision statements were shared with parents, and student during our annual Title I Meeting, during open house, and at our Meet The Teacher night. The mission statement has also been placed on our webpage. Our teachers use planners and phone calls home to keep parents informed of their children's progress during the year.

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

We have developed opportunities for children to enjoy before-school activities both physical and intellectual, we have enforced policies regarding bullying, respect, and behavior, and we provide a safe atmosphere with adult supervision after school. We also have a school-wide PBS plan that involves students being individually recognized and being recognized as a class for demonstrating traits of "good character" (Character Counts). We utilize positive referrals as well where teachers can write students up for positive reasons. In such cases, home contact is made and students receive rewards accordingly. In addition, we view students through the lens of a Growth Mindset hoping to inspire students to positively react to challenges instead of feeling defeated when meeting them. Likewise, our academic reward systems (iReady rewards) reward academic growth which encourages students to continue to strive to achieve.
To ensure our campus is safe, the school uses the new Raptor system purchased by the district to screen all visitor and volunteers that enter the school and interact with the students. The system also tracks student attendance which allows to implement interventions in a more timely manner.

Teacher and support staff have been trained in safety procedure for all foreseeable emergencies and participate in monthly drills to test their readiness. The physical safety of students is maintained through the use of security cameras, the raptor system, a school wide safety plan, and by adult supervision.

A school-wide safety plan based on established rituals, routines, and positive behavioral support provides the foundation for students to learn and exhibit respect. School rules are placed in every classroom and expectations for behavior are taught to students. The staff has received training in positive behavioral support strategies to help maintain a safe, nurturing, and respectful school environment for students.

c. 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

In every classroom on campus, teachers use a fluid behavior management system where student behavior is charted on a "clip chart" with 5-6 levels. Students begin each day with their clips in the center or on "Ready to Learn". Based on positive or negative behaviors, students can move in either direction yielding consequences or rewards. Likewise, students always have the opportunity to recover after they have made an inappropriate choice warranting moving clips down. This system should maximize student instructional time by eliminating or minimizing student misbehavior.

We are also using a school-wide Whole-Brain teaching set of five rules:
1. Follow Directions Quickly
2. Raise your hand to speak
3. Raise your hand to leave your seat
4. Make Smart Choices
5. Always do your best work
These are used in every room and every setting at the school, including the cafeteria and library.

d. 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

Our guidance counselor conducts guidance lessons on character traits in all grade levels. We utilize select resource officers in county to mentor select students. We also hold weekly class counsels that address the social needs of children, especially the key developmental shift years of 2nd and 4th grades.

3. 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).

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

Our early warning system includes quarterly data reviews to discuss students not attending regularly (90%), students who have shown behavior problems, and students who have academic deficiencies. These meetings help us to create action plans for further intervention. Also, our MTSS team, including the school psychologist, is adept at identifying and putting in place interventions for these children who show acute issues in between semester meeting times. This process has shown to be very successful in

curbing behaviors and in identifying students with academic needs beyond the regular curriculum. Likewise, there is a district mental health counselor available when needed.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	4	9	5	4	4	0	0	0	0	0	0	0	29
One or more suspensions	1	1	1	6	1	3	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	9	11	20	0	0	0	0	0	0	0	40

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	1	4	5	2	0	0	0	0	0	0	0	14

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

Children displaying these signs are given one or more of the following interventions in an attempt to change their deficiencies:
1. Tier 2 instruction in academic area of need
2. A behavior plan, including time with Tier 2 behavior instruction with the counselor.
3. Attendance incentives for individuals.
4. Attendance meetings with families, guidance counselor, and law enforcement.
5. Supplemental instructional support in reading and math through computer-based learning.

B. Family and Community Engagement
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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

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

2. Description

We will have an increase in parent attendees at student led conferences from an average of 38% to 50%.

2. 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

We have partnered with Northeast Florida Community Action Agency to provide families with financial and work-related resources to help engage families in the school and community, to provide students with a work experience program, and to provide families with events related to community service. We have a partnership with Woodlawn Baptist Church, who provides approximately $10,000 worth of food for our hungry families and donations of clothes and school supplies each year. Johnson RCMA also partners with the school to further early childhood education and parental classes designed to engage parents in the education of their children. We hold several parent nights each year combining student performances, food, and educational material in the further attempt to bring parents into the process. Finally, the Rotary Club has offered its services to assist children with clothing needs as well as other items as determined on a case by case basis.

C. 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).

1. School Leadership Team

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

Name	Title
Langston, Evelyn	Principal
Pilling, Donna	Guidance Counselor
Tomlinson, Mike	Assistant Principal
McKinney, Carmen	Instructional Coach

b. Duties

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

The function and responsibility of each team member related to the school's
MTSS and SIP is to provide support for all teachers and students. Under the leadership of the principal their
responsibilities will include: instructional coaching, conducting classroom walk-throughs, behavior
management support and ideas, data collection, analysis of student performance, developing
individual plans for students in need of a deeper level of support, providing professional growth
opportunities for staff and any other supportive roles for the teacher or student. The Ochwilla
Leadership team meets weekly to review school targets, initiatives and programs and to adjust

targets as needed. Action plans are developed to improve the quality of teaching and learning. Each
team members is responsible for some specific areas based on their knowledge and training. Priority
areas of responsibility for each leadership team member appear below.
Principal--overall school leadership, quality of teaching and learning
Assistant Principal--student behavior and school discipline plan, quality of teaching and learning
MTSS Coordinator--MTSS process for tier 2 and 3 interventions/Positive Behavioral Supports
School Coach--ELA curriculum and instruction; professional development

Evelyn Langston, Principal and Michael Tomlinson, Assistant Principal: Monitoring progress on the SIP, monitoring the effectiveness of the MTSS team. Also, participate in individual student MTSS meetings to help remove barriers and align resources.

Carmen McKinney: Bring instructional resources and expertise to assist teachers in the entire scope of the MTSS model, from Tier I to Tier III. Also, facilitate iReady growth monitoring and diagnostic testing.

Donna Pilling: Facilitate the MTSS student meetings, record and assist in the development of student plans, and provide teachers with ideas for interventions and methods of progress monitoring.

2. 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

Ochwilla uses MTSS to develop our priorities in funding, staffing, PD, resource allocation, and student placement by using summative assessment data to identify priorities, creating goals for short term instructional purposes, and then use progress monitoring data to guide short term priorities and intervention levels.

District support will additionally include the use of Ryan Zimmerman for assistance with science planning and data analysis.

Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants. Coordination of these services is done in the following ways:
(1) Principal and Assistant Principal meetings are scheduled monthly;
(2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional

strategies are addressed and implemented to meet the needs of all students;
(3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
(4) All schools participate in an Instructional Review to identify individual school needs and desired support;
(5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
(6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
(7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority.The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
	Student
Sandra Simpkins	Parent
Felicia Walker	Parent
Teri Jo Myers	Parent
	Student
Michael Tomlinson	Principal
Evelyn Langston	Principal
Dana Sheffield	Teacher
Connie Clark	Teacher
Alison Fetner	Parent
Shevaun Tyre	Parent
Sheryl Holt	Parent
Tara Bowers	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC team will review school data, discuss outcome goals, give input on the strategies going forward, and hold the leadership accountable for follow through of SIP goals and points of data.
The team has already given a great deal of input and have many unique ideas for engaging the parents and community to help the students achieve goals.

b. Development of this school improvement plan

The SAC will be the committee who writes and edits the SIP based on school data and outcome goals.

c. Preparation of the school's annual budget and plan

The SAC will be informed and will give input on the budget to help find the most efficient use of funds.

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

We used the funds last year to improve technology access for the students which helped them learn and practice skills in center activities.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Langston, Evelyn	Principal
Tomlinson, Mike	Assistant Principal
Pilling, Donna	Guidance Counselor
McKinney, Carmen	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Major initiatives include:
1. Focusing on differentiation in the classroom so that all students show growth
2. Aligning current resources with the Florida Standards.
3. Implementing the district adopted ELA adoption- HMH Journeys, and use of iReady

D. 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).

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

We continue to refine the PLC process in our school. We work in the collaborative teams, based on grade levels, weekly during the contract hours. We have systems set in place to ensure that teachers are able to collaboratively plan and that students receive differentiated remediation during the school day.

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

Evelyn Langston and Michael Tomlinson are responsible for creating interview teams and will review applications for those positions posted as vacant. Professional Development will be provided to new and continuing teachers, supporting development will be provided by mentor teachers and the Human Resources department.

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

New teachers are paired with mentor teachers who, if possible, share grade level and content areas with the new teachers. They have a program, developed by the district, to complete for basic competencies, and they are given the opportunity to observe their mentors and participate in lesson study to further a deeper understanding of planning, instructional processes, and data research that will make them effective teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

A vetting process for the HMH Journeys reading program was enacted by the district and included faculty members from all schools as well as reading specialists at the district level. We use the math program, Engage New York because it is aligned to the new Florida Standards. Likewise, we utilize MFAS to supplement that instruction. Our writing program, Be a Writer, is aligned to the standards and has been vetted by members of faculties in Florida. Our science program, Discovery Ed Science, is a nationally recognized series which is not totally aligned to the standards and is therefore supplemented by teacher-accessed materials. Finally, we use iReady as our reading and math intervention school-wide.

b. Instructional Strategies

1. 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

Our use of data includes formative and summative assessment data from past national and state assessments, , iReady, Performance Matters, Engage NY, and HMH Journeys, to allow us to properly track student mastery of standards. In our PLCs, we use data to identify areas in need of remediation and design remediation plans for the students in need. Our MTSS process identifies students who need a level of scaffolding that goes beyond remediation and we have interventionists in the class rooms who provide that further support.

2. 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:

During preplanning teachers participated in staff development on differentiated instruction and implementation. Teachers are also receiving addition coaching by grade level on differentiation biweekly.

Strategy Rationale

In order to improve the quality of differentiated instruction teachers are receiving targeted coaching and feedback based upon their specific needs.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

FSA data, iReady assessments, and other formative assessments will be used to determine the effectiveness of the strategy during the school year.

2. Student Transition and Readiness

a. 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).

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

Our school offers PreK, ESE PreK, and receives students from other VPK programs in the community. We have family meetings with the parents and family members of these children and inform them of future requirements and helpful information for parents. We also have a kindergarten roundup in the spring and over the summer to register children and prepare families for school. We have departmentalized our 4th and 5th grade classes to better prepare our students for class changes in the middle school. We work with the middle school to provide a sixth grade orientation day and course selections through Guidance.

b. College and Career Readiness

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

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

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

4. 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**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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School Improvement Goals

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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

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Strategic Goals Summary

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G1. If our teachers plan and implement differentiated instruction, based on formative data in all content areas. Upon reaching this goal we will see an improvement in student achievement in both math and reading. This improvement will be evidenced through gains in FSA score and student growth shown in I-Ready.

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Strategic Goals Detail

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

G1. If our teachers plan and implement differentiated instruction, based on formative data in all content areas. Upon reaching this goal we will see an improvement in student achievement in both math and reading. This improvement will be evidenced through gains in FSA score and student growth shown in I-Ready. 1a

🔑 G084657

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA Mathematics Achievement	65.0
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- Professional Development in Differentiation

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLC at Work strategies
- HMH Journeys Program
- Be a Writer Program

Plan to Monitor Progress Toward G1. 8

Pull comparative data comparing Diagnostic 1 and 2 in both reading and math looking for a 10% increase or higher in growth

Person Responsible
Leigh Deguzman

Schedule
Quarterly, from 8/31/2016 to 1/29/2017

Evidence of Completion
Our school's growth average in iReady will increase by at least 10% from Diagnostic 1 to the 2nd Diagnostic

Plan to Monitor Progress Toward G1. 8

Analyze state assessment data

Person Responsible
Leigh Deguzman

Schedule
On 6/15/2017

Evidence of Completion
FSA data, spreadsheet with comparative data, notes, etc.

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 our teachers plan and implement differentiated instruction, based on formative data in all content areas. Upon reaching this goal we will see an improvement in student achievement in both math and reading. This improvement will be evidenced through gains in FSA score and student growth shown in I-Ready. 1

🔍 G084657

G1.B1 Professional Development in Differentiation 2

🔍 B225037

G1.B1.S1 Our teachers will need practice and coaching in the area of differentiating instruction. 4

🔍 S237416

Strategy Rationale

By providing PD in iReady differentiation, instruction and modeling in how to use the data, and then modeling how the strategies needed are to be implemented we will see a clear growth in differentiation inside the instructional block and an improvement in student achievement scores. PD will be followed up by coaching and feedback provided throughout the year by the CRT and administration.

Action Step 1 5

Teachers will print out and use the iReady group differentiation charts to regularly reevaluate groups based on group and individual needs

Person Responsible

Carmen McKinney

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Grouping charts from iReady will be kept behind current lesson plans for monitoring purposes

Action Step 2 `5`

Teachers will partake in PD regarding how to locate and utilize the iReady grouping charts and resources for intervention and differentiation (will be done in PLCs)

Person Responsible

Carmen McKinney

Schedule

On 8/15/2016

Evidence of Completion

PLC sign in sheet and agenda for PD

Action Step 3 `5`

Administration will send out email clarification to support CRT regarding common board configuration (scales, EQs, learning goals, size of display, font, etc.)

Person Responsible

Evelyn Langston

Schedule

Every 3 Weeks, from 9/6/2016 to 11/18/2016

Evidence of Completion

Email copy

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

Administration will meet with CRT weekly to discuss progress of teacher "differentiation plans".

Person Responsible

Evelyn Langston

Schedule

Weekly, from 8/29/2016 to 5/19/2017

Evidence of Completion

CRT notes, meeting notes

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

Administration will preview PD plan with CRT and will attend the PD session

Person Responsible

Evelyn Langston

Schedule

Weekly, from 8/29/2016 to 5/19/2017

Evidence of Completion

PD plans and agenda/meeting notes

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

Teachers will become adept at implementing differentiation inside the classroom.

Person Responsible

Evelyn Langston

Schedule

Weekly, from 8/29/2016 to 5/19/2017

Evidence of Completion

Student work and classroom observation will show a continuous cycle of differentiation where students are accessing the material at the levels they need in order to grow to proficiency or at least demonstrating adequate growth of 1.5 years.

G1.B1.S2 Some select teachers will receive more intense coaching focused on differentiating their instruction and interventions based on the needs of students. Coaches will work with these specific teachers on what data to use for forming groups and what materials to use when delivering interventions. 4

S237417

Strategy Rationale

By intensifying coaching for these select individuals, teacher performance and student achievement should increase.

Action Step 1 5

Create individual reading coaching plans for select teachers and meet weekly with them to review the plans.

Person Responsible

Carmen McKinney

Schedule

Weekly, from 2/20/2017 to 5/12/2017

Evidence of Completion

Coaching notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

During lead team meetings, administration will inquire about the weekly coaching progress of select teachers and receive feedback from coaches.

Person Responsible

Evelyn Langston

Schedule

Weekly, from 2/20/2017 to 5/5/2017

Evidence of Completion

Lead team meeting notes; relative data of select teachers; administrative observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administration will conduct observations in the classrooms of these select teachers during differentiated instruction time. Likewise, administration will monitor iReady data for those classes to note progress of students.

Person Responsible

Evelyn Langston

Schedule

Monthly, from 2/20/2017 to 5/12/2017

Evidence of Completion

iReady data on select classes and teacher observation data for select classes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A2 🔍 A306879	Teachers will partake in PD regarding how to locate and utilize the iReady grouping charts and...	McKinney, Carmen	8/15/2016	PLC sign in sheet and agenda for PD	8/15/2016 one-time
G1.B1.S1.A3 🔍 A306880	Administration will send out email clarification to support CRT regarding common board...	Langston, Evelyn	9/6/2016	Email copy	11/18/2016 every-3-weeks
G1.MA1 🔍 M313107	Pull comparative data comparing Diagnostic 1 and 2 in both reading and math looking for a 10%...	Deguzman, Leigh	8/31/2016	Our school's growth average in iReady will increase by at least 10% from Diagnostic 1 to the 2nd Diagnostic	1/29/2017 quarterly
G1.B1.S2.MA1 🔍 M313106	During lead team meetings, administration will inquire about the weekly coaching progress of select...	Langston, Evelyn	2/20/2017	Lead team meeting notes; relative data of select teachers; administrative observations	5/5/2017 weekly
G1.B1.S2.MA1 🔍 M313105	Administration will conduct observations in the classrooms of these select teachers during...	Langston, Evelyn	2/20/2017	iReady data on select classes and teacher observation data for select classes	5/12/2017 monthly
G1.B1.S2.A1 🔍 A306881	Create individual reading coaching plans for select teachers and meet weekly with them to review...	McKinney, Carmen	2/20/2017	Coaching notes	5/12/2017 weekly
G1.B1.S1.MA1 🔍 M313102	Teachers will become adept at implementing differentiation inside the classroom.	Langston, Evelyn	8/29/2016	Student work and classroom observation will show a continuous cycle of differentiation where students are accessing the material at the levels they need in order to grow to proficiency or at least demonstrating adequate growth of 1.5 years.	5/19/2017 weekly
G1.B1.S1.MA1 🔍 M313103	Administration will meet with CRT weekly to discuss progress of teacher "differentiation plans".	Langston, Evelyn	8/29/2016	CRT notes, meeting notes	5/19/2017 weekly
G1.B1.S1.MA3 🔍 M313104	Administration will preview PD plan with CRT and will attend the PD session	Langston, Evelyn	8/29/2016	PD plans and agenda/meeting notes	5/19/2017 weekly
G1.B1.S1.A1 🔍 A306878	Teachers will print out and use the iReady group differentiation charts to regularly reevaluate...	McKinney, Carmen	8/10/2016	Grouping charts from iReady will be kept behind current lesson plans for monitoring purposes	5/19/2017 weekly
G1.MA2 🔍 M313108	Analyze state assessment data	Deguzman, Leigh	6/15/2017	FSA data, spreadsheet with comparative data, notes, etc.	6/15/2017 one-time

V. Professional Development Opportunities

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

G1. If our teachers plan and implement differentiated instruction, based on formative data in all content areas. Upon reaching this goal we will see an improvement in student achievement in both math and reading. This improvement will be evidenced through gains in FSA score and student growth shown in I-Ready.

G1.B1 Professional Development in Differentiation

G1.B1.S1 Our teachers will need practice and coaching in the area of differentiating instruction.

PD Opportunity 1

Teachers will partake in PD regarding how to locate and utilize the iReady grouping charts and resources for intervention and differentiation (will be done in PLCs)

Facilitator

Carmen McKinney (CRT)

Participants

Grade level teachers, CRT, and an administrator

Schedule

On 8/15/2016

G1.B1.S2 Some select teachers will receive more intense coaching focused on differentiating their instruction and interventions based on the needs of students. Coaches will work with these specific teachers on what data to use for forming groups and what materials to use when delivering interventions.

PD Opportunity 1

Create individual reading coaching plans for select teachers and meet weekly with them to review the plans.

Facilitator

Carmen McKinney

Participants

Select teachers identified by lead team.

Schedule

Weekly, from 2/20/2017 to 5/12/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will print out and use the iReady group differentiation charts to regularly reevaluate groups based on group and individual needs	$0.00
2	G1.B1.S1.A2	Teachers will partake in PD regarding how to locate and utilize the iReady grouping charts and resources for intervention and differentiation (will be done in PLCs)	$0.00
3	G1.B1.S1.A3	Administration will send out email clarification to support CRT regarding common board configuration (scales, EQs, learning goals, size of display, font, etc.)	$0.00
4	G1.B1.S2.A1	Create individual reading coaching plans for select teachers and meet weekly with them to review the plans.	$0.00
		Total:	$0.00