

School Improvement Plan

2015-2016

Ozona Elementary

Michael A. Grego, Ed.D.
Superintendent



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PART I CURRENT SCHOOL STATUS

Section A School Information

School Name Ozona Elementary	Principal's First Name Belinda	Principal's Last Name Atkins
School Advisory Council Chair's First Name Terri	School Advisory Council Chair's Last Name Davis	

SCHOOL VISION - What is your school's vision statement?

100% Student Success

SCHOOL MISSION - What is your school's mission statement?

The staff of Ozona Elementary will work collaboratively with families to promote highest student achievement and to foster at least a year's worth of academic growth for every child.

SCHOOL ENVIRONMENT

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

Parents are invited to teacher meet and greets and back to school nights. New families are welcomed with a school tour provided by an administrator to begin building relationships and learn about students. Ozona has a multicultural committee which fosters understanding of varying backgrounds and interests. Guidance lessons incorporate awareness of exceptionalities of special needs students concentrating on our high ASD population.

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

Ozona is a bully-free campus. We have safety patrols and staff posted throughout the campus during arrival and dismissal each day. We have a safety committee which consists of staff members and administrators meeting monthly to review and address safety concerns and issues. We conduct monthly safety practice drills: fire, duck and cover, lockdown, etc. Ozona has established school Guidelines for Success. We use the CHAMPS school-wide behavior/expectations throughout the campus. Staff members are CPI certified and our Administration Team is CPI 2 certified. Staff utilizes a system to prioritize behaviors in order to maintain a safe and successful learning environment throughout the campus.

Describe the school wide 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.

We use the CHAMPS school-wide behavior/expectations throughout the campus. Staff members are CPI certified and our Administration Team is CPI 2 certified. Staff utilizes a system to prioritize behaviors in order to maintain a safe and successful learning environment throughout the campus.

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 works with classrooms and presents lesson on Commitment to Character, safety, classroom culture needs, Autism Awareness, etc. Our Guidance Counselor, Social Worker, Behavior Specialist, and Psychologist work with various small groups and individual students to counsel and help develop plans for student success. We have a STEP program fostering leadership and

continued success. A mentor program has been established to meet the needs of identified African American students.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Belinda	Atkins	Administrator
Terri	Davis	Community
Leigh	Bruce	Parent
Maureen	Day	Teacher
Debbie	Gosche	Teacher
Kiki	Harduvel	Community
Angela	Katz	Parent
Kiki	Kontodiakos	Community
Stephen	Marcinek	Parent
Candace	Brooks	Support
Jordie	Teig	Teacher
Gwynovere	Motl	Parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

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

All SIP funds were approved by SAC to supplement the Elementary Reading-Extended Learning Model plan. These funds provided additional support for salaries for two hourly reading teachers.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

Mrs. Atkins presents a draft form of the SIP to SAC who in turn reviews, provides feedback, and approves the document prior to submitting it for final district approval. Many strategies presented in this document are based on suggestions and feedback from SAC.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

Ozona's SAC meets at the beginning of each month and reviews academic, behavior and attendance data, discusses budgeting decision

and funding needed for events throughout the year. Our SAC helps determine where technology is utilized throughout our campus.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

It will be the recommendation of administration to use all allocated SIP funds to supplement the school's Extended Learning Plan. These funds will specifically be used to provide enrichment opportunities for high achieving students.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I CURRENT SCHOOL STATUS

Section C Leadership Team

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name Belinda	Last Name Atkins	Email Address atkinsbe@pcsb.org	
Highest Academic Degree Master of Arts	Field of Study Instructional Leadership	# of Years as an Administrator 7	# of Years at Current School 2
Certifications (if applicable) Administration K-12; Principal K-12			

ASSISTANT PRINCIPAL #1

First Name Jessica	Last Name Downes	Email Address downesj@pcsb.org	
Highest Academic Degree Master of Arts	Field of Study Administration	# of Years as an Administrator 5	# of Years at Current School 5
Certifications (if applicable)			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

of instructional employees: 62

% receiving effective rating or higher: _____

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

% certified infield, pursuant to Section 1012.2315(2), F.S.: 100

% ESOL endorsed: 40.3

% reading endorsed: 8.1

% with advanced degrees: 30.6

% National Board Certified: 11.3

% first-year teachers: 4.8

% with 1-5 years of experience: 14.5

% with 6-14 years of experience: 33.9

% with 15 or more years of experience: 46.8

PARAPROFESSIONALS

of paraprofessionals: 0

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): na

TEACHER RECRUITMENT AND RETENTION STRATEGIES

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

At Ozona, we participate in the placement fairs, position postings, committee interviews, credential and reference checking, PLC's, collaborative planning, continual feedback, professional development, instructional needs assessments and utilize resources available. We also utilize the evaluation process including rubric usage, formal and informal observations, feedback, self assessment, deliberate practice and evaluation documentation.

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

We strive for transparency and shared leadership. Team building activities will be built in to all faculty meetings. Master schedule is designed to accommodate collaborative planning. Fish bowl lessons are being scheduled to allow teachers to observe and learn from their teammates and to provide opportunity to share ideas.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Mentors will meet with their mentees at least monthly. New teachers will also attend monthly "newcomer" inservices designed to further acclimate them to the school and to teaching.

Kathleen Chambers, VPK paired with Jessica Vollmer, Lead Mentor

Kara Bertero, K paired with Jessica Vollmer, Lead Mentor

Jenn Budd, K Grade paired with JMaureen Day, Team Leader

PART I**CURRENT SCHOOL STATUS****Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rtl)**

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

A team consisting of grade level liaisons will participate with the MTSS SBLT to analyze grade level data including formative assessments, classroom tests, and common assessments in order to assess the effectiveness of core instruction and monitor the progress of all students. This team will look closely at classroom data to determine if adjustments to tier 1 instruction are appropriate and will also look closely at students who are not making progress or who are not meeting grade level expectations to design an intervention plan and determine ongoing progress monitoring. Enrichment strategies will be determined for students meeting benchmarks. The MTSS team will also look at progress monitoring data in order to determine adjustments that should be made in grouping, strategies, interventions, or services. This problem solving cycle will work on a continuous weekly basis.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member

Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Belinda	Atkins	Principal
Jessica	Downes	Assistant Principal
David	Tichenor	Psychologist
Valerie	Rodriguez	Social Worker
Nicola	Repetosky	School Counselor
Tammy	Danielson	Behavior Specialist

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Within the SIP there are many metrics to measure the fidelity of the plan including long and short range data. Administrators will also use walk through information to gain valuable information on the implementation of the plan as well as the fidelity of the MTSS plan.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

There are several different data sources that will be used to analyze and monitor effectiveness. Each team will participate in data chats that will analyze data specific to their grade level. The Rtl team will monitor the supplemental initiatives and determine where adjustments need to be made. This will be done in all academic areas. The leadership team will meet monthly and review the overall school wide data discussed and make necessary adjustments.

Data sources include: FSA, FCAT (Science), FAIR (3-5), PCAS, SAT 10, DIBELS OPM, iStation reporting

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Grade level liaisons will be trained to analyze data and will participate in the MTSS problem solving process. These leaders will then bring this knowledge and information to grade level PLCs in order to facilitate understanding and common language school wide.

PART I**CURRENT SCHOOL STATUS****Section F****Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

This is monitored through consistent administrative walk throughs with substantive feedback for teacher improvement. There is also a system in place to regularly check lesson plans for evidence of purposeful planning that is aligned to Florida Standards. PLCs and TDEs will be used to provide professional development in the area of unpacking standings and creating scales in alignment with the Marzano Framework.

DIFFERENTIATED INSTRUCTION - Describe how your 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.

Classroom teachers use multiple means to collect both formal and formative data. These include FSA, FAIR-FS and SAT 10 results, Common Assessments, Running Records, DIBELS OPM data, observation, etc. Instruction is modified by providing small group instruction, extended time, modified materials, scaffolded instruction, and extended day tutoring services.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

All teachers at Ozona Elementary will implement the strategy of organizing students to practice and deepen knowledge.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of this strategy is to ensure that students are able to deepen their knowledge of informational content and practice an skill, strategy, or process through group work.

Provide a description of the strategy below.

Each teacher will organize students into groups with the expressed idea of deepening their knowledge of content. The teacher will provide guidance regarding group interactions and on various conative skills (interacting responsibly, conflict resolution, etc.)

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be gathered through administrative walk throughs, formal and informal observations, and the monitoring of lesson plans.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration

INSTRUCTIONAL STRATEGY #2

Strategy Type

Development and implementation of progression scales in accordance with the Marzano Framework.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Development of these scales will deepen teacher understanding of grade level standards. Implementing these scales in the classroom will allow students to track their progress toward learning goals and help to focus instruction to increase growth toward goals.

Provide a description of the strategy below.

Grade level teams will collaborate to unpack standards and to develop progression scales in the area of ELA. Students will be taught to use these scales to track their progress toward learning goals and be able to describe "next steps" necessary for achieving goals.

How is data collected and analyzed to determine the effectiveness of this strategy?

Administration will participate in the development of progression scales during the first quarter. During observations and walk throughs, scales will be observed and students will be interviewed to gauge use and understanding.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration

INSTRUCTIONAL STRATEGY #3

Strategy Type

Teachers will appropriately organize and guide groups to work on short and long term complex tasks that require them to generate and test hypotheses.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Students will understand and describe the importance of how working collaboratively supports the generating and testing of hypotheses (e.g. decision making, problem solving, experimental inquiry, investigation)

Provide a description of the strategy below.

Teachers will organize students into groups for the expressed purpose of problem solving, decision making, experimenting, or investigating.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be gathered through administrative walk throughs, formal and informal observations, and the monitoring of lesson plans.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administration

INSTRUCTIONAL STRATEGY #4

Strategy Type

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provide a description of the strategy below.

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is/are the person(s) responsible for monitoring implementation of this strategy?

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Local preschools are given a tour of our kindergarten prior to entering. We also have a VPK program that works to prepare students for kindergarten. A kindergarten orientation, designed to help students and parents learn about expectations, is hosted prior to school starting.

Other grade levels are exposed to curriculum and transitioned into ways of work for the next school year beginning in the spring. Fifth grade students are given the opportunity to hear guest speakers from and take tours of their prospective Middle School.

PART I**CURRENT SCHOOL STATUS****Section G****Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member

Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Belinda	Atkins	Principal	atkinsbe@pcsb.org
Jessica	Downes	Assistant Principal	downesj@pcsb.org
Randi	Magoulis	Kindergarten Teacher	magoulisr@pcsb.org
Sherri	Hering	First Grade Teacher	herings@pcsb.org
Dee	Brown	Second Grade Teacher	browndee@pcsb.org
Eshelman	Donna	Third Grade Teacher	eshelmand@pcsb.org
Fazela	Capille	Fourth Grade Teacher	capillef@pcsb.org

LLT Member First Name	LLT Member Last Name	Title	Email
Teig	Jordanna	5th Grade Teacher	teigj@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

This group will meet monthly to discuss specific needs of students, review reading data, and make recommendations. Ideas and problem solving methods will be shared with grade level teams in order to promote a more consistent and confident understanding or reading strategies and differentiation.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

- Implementation of Instructional Elements into ELA, including the design and implementation of scales
- Creation and dedication of Elisa Nelson Memorial Library program
- Development and analysis of formative assessments in ELA

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section A **Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28.9		30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
49.6		57

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50		60

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0		50

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
68		75

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
66		75

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.3		40

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.3		40

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30		40

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	67.1		75
Black/African American	50		75
Hispanic	67.7		75
Asian	83.3		86
American Indian	0		100
English Language Learners (ELLs)	25		75
Students with Disabilities (SWDs)	30.6		50
Economically Disadvantaged	58.5		70

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

Teachers align instruction to meet the Florida Standards for ELA, district curriculum guidelines, and student needs by providing multiple opportunities across the literacy block for reading, writing, speaking, and listening. We will increase the number of third-fifth grade students proficient (level 3 and above) in reading from 79.6% to 85% as measured by the Florida Standards Assessment (2016).

Provide possible data sources to measure your reading goal.

Florida Standards Assessment 2016, Pinellas County ELA Module Assessments

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How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers develop rigorous learning goals and performance scales based on identified key standards.	Teachers will develop these goals and scales collaboratively during PLCs and during allocated TDE days. Professional development and coaching will be provided throughout the year to support understanding of goals and scales.
Action 2	Plan to Implement Action 2
Administrators monitor and support the implementation of literacy instruction during frequent observations, by using monitoring tools, and by providing specific feedback.	Walkthroughs and observations (formal and informal) will be scheduled to allow maximum opportunity to provide coaching and feedback. iObservation will be used for feedback and to facilitate professional development.
Action 3	Plan to Implement Action 3
Teachers intentionally plan instruction aligned with a high level of rigor by using Webb's Depth's of Knowledge/Marzano's Taxonomy and adjust instruction through the use of talk, task, text, and student needs.	Common planning time will be provided in the master schedule to allow teachers to collaborate.
Action 4	Plan to Implement Action 4
Struggling students will receive 30 minutes of intervention during the day, including Leveled Literacy Instruction, and targeted students will be invited to receive additional reading instruction before/after school totaling 120 minutes per week.	LLI teachers will begin working with students the week of September 2 and before/after school groups will begin September 15.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	Area 2: English Language Arts (Writing)
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)	

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65.9		75

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

Teachers regularly assess (both formally and informally) and utilize data to modify and adjust instruction in writing. Students scoring at proficient level will increase from 65.9% to 75%.
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--

Provide possible data sources to measure your writing goal.

Florida Standards Assessment, Pinellas County Module Assessments
--

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers use state assessments, district provided assessments, observational data, anecdotal record-keeping, and teacher created informal assessments to monitor student progress.	PLCs and data chats will be used to analyze both formal and informal data as a means to differentiate instruction and monitor student progress.
Action 2	Plan to Implement Action 2
Teachers regularly provide students with feedback, conducting data chats with students and support students with goal-setting based on data.	Goal setting and tracking of student progress will be aligned to the development of goals and scales. Students will keep journals in which to reflect upon learning and to set learning goals.
Action 3	Plan to Implement Action 3
After school "Creative Writers" club will take place to enhance writing curriculum and to provide enrichment for student writers.	This club will begin in October and be open to third-fifth grade students who want to use their creativity while strengthening their writing skills. Authors will develop, create, edit, and publish works to be displayed at the Student Showcase. Some works may be published in the Ozona newsletter and/or website.
Action 4	Plan to Implement Action 4
Students will be given the opportunity to write in response to reading on a daily basis.	This will begin on the first day of school and be monitored through administrative observation and the monitoring of lesson plans.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section C Area 3: Mathematics

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26.7		30

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
39.4		50

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
50		50

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0		50

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
73		80

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
68		75

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	67.1		75
Black/African American	50		75
Hispanic	67.7		75
Asian	83.3		86
American Indian	0		100
English Language Learners (ELLs)	25		75
Students with Disabilities (SWDs)	30.6		50
Economically Disadvantaged	58.5		70

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Teachers will collaborate to implement effective planning including the Eight Mathematical Practices, remediation, and acceleration. Students scoring at or above proficient level in the area of math with increase from 67% to 80% as measured by the Florida Standards Assessment (2016).

Provide possible data sources to measure your mathematics goal.

Florida Standards Assessment 2016, Pinellas County common Assessments.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
The curriculum guide, content guide, and Elementary Mathematics learning scales will be utilized to ensure implementation of Florida Standards with fidelity.	Professional development in this area will begin for classroom teachers on August 17 and continue monthly throughout the school year.
Action 2	Plan to Implement Action 2

Just in Time Mathematics Coach will work with each team in the areas of Effective Planning and the understanding/development of learning scales.	Monthly professional development will occur and teams will work collaboratively to plan and develop learning scales.
Action 3	Plan to Implement Action 3
Mathematics Formative Assessment System (MFAS) will be used with fidelity in each classroom.	Teachers will be trained using PD video series during curriculum meetings during the first quarter of the school year. This will be monitored by administration through observation and lesson plans.
Action 4	Plan to Implement Action 4
Targeted students will be invited to receive additional math instruction before/after school totaling 120 per week.	Instruction will take place for one hour a day/ twice a week and begin on September 15. Teachers will facilitate learning that includes small group instruction and uses ST Math.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section D **Area 4: Science**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37.1	39	25

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37.1	32	57

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

Students will be given greater opportunity to participate in STEM, hands-on learning and science enrichment activities. Students scoring an advanced level or 4 or higher will increase from 32% to 57%.

Provide possible data sources to measure your science goal.

FCAT Science 2.0 (2016), Pinellas County Common Assessment Data

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
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A science lab will be used to implement high-yield, hands-on learning experiences for grades 3-5	Each class in grades 3-5 will participate in week-long science labs on a rotating basis. Lab managers will be trained to set up the lab, supply materials, and train teachers to facilitate the lessons with fidelity.
Action 2	Plan to Implement Action 2
Establish routine practice for students using Success Criteria to track individual progress of Learning Goals.	Administration will monitor for consistent routine practice of students using Success Criteria to track their progress of Learning Goals. Just in Time Coaching will be scheduled for professional development opportunities in this area.
Action 3	Plan to Implement Action 3
Develop and implement a 5th grade benchmark review plan based on the 3rd/4th grade Review Diagnostic Assessment.	Teachers will collaborate for item analysis from Performance Matters and identify lowest performing standards by teacher/grade level/strand. A plan will be developed to differentiate for students and instructional resources will be identified to support science instruction in any needed area.
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	Area 5: Science, Technology, and Mathematics (STEM)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

Ozona Elementary will maintain three after school STEM Academies to increase access to STEM content for students. One Academy will have a Robotics focus for highest achieving students.

Provide possible data sources to measure your STEM goal.

Math FSA, Science FCAT, Pinellas County Math and Science Common Assessments

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
STEM Academy teachers will utilize innovative instruction that promotes higher order thinking skills and a greater depth of knowledge.	Curricula will be driven by problem-solving, discovery and exploratory learning that actively engages students using an engineering design model.
Action 2	Plan to Implement Action 2

Teachers will utilize a STEM inquiry project throughout the duration of the STEM Academy to engage students in inquiry and engineering design which will be displayed at the annual PCS STEM Expo, April 2016.	Students will apply science, technology, engineering, and mathematic content to construct creative and innovative ideas.
Action 3	Plan to Implement Action 3
STEM Academy teachers will learn and apply rigorous science, technology, engineering and mathematics content.	Teachers will participate in three professional development sessions during the 2015-16 school year with the K-12 STEM Specialist, to receive content specific training required to facilitate a STEM Academy
Action 4	Plan to Implement Action 4
STEM Academy teachers in collaboration with their students, will develop an annual STEM Academy newsletter to be used for the purpose of communicating with all stakeholders.	Newsletter will be shared via the Parent Monthly Newsletter and "The Spotlight" newsletter for staff. This will also be posted to the Ozona Elementary website.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section H **Area 8: Early Warning Systems**

ATTENDANCE

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	11.5	10.8	8
Grade 1	6.8	8.5	5
Grade 2	7.2	8.5	5
Grade 3	4.2	9.8	5
Grade 4	11	4.1	3
Grade 5	6.9	8.5	5

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	11.5	10.8	8
Grade 1	6.8	8.5	5
Grade 2	7.2	8.5	5
Grade 3	4.2	9.8	5
Grade 4	11	4.1	3
Grade 5	6.9	8.5	5

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	1	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 1	1.1	1.1	0
Grade 2	1.8	0	0
Grade 3	.8	3.0	0
Grade 4	3.7	3.3	0
Grade 5	4.1	1.4	0

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	1	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	1.1	0	0
Grade 2	1.8	0	0
Grade 3	.8	3	0
Grade 4	0	3.3	0
Grade 5	1.4	1.4	0

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	1	0
Grade 1	0	0	0
Grade 2	.9	0	0
Grade 3	.8	1.5	0
Grade 4	.7	.8	0
Grade 5	0	.7	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1	2.9	1
Grade 1	1.1	0	0
Grade 2	0	.9	0
Grade 3	1.7	1.5	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3			
Grade 4			
Grade 5			

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	2.2	0	0
Grade 5	2.1	2.8	0

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	2	0
Grade 1	1.1	1.1	0
Grade 2	1.8	0	0
Grade 3	.8	3.8	0
Grade 4	2.9	2.5	0
Grade 5	2.8	2.1	0

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Positive Behavior Intervention Plan in place for students exhibiting consistent behavioral issues. Mentoring plan in place for targeted students to aid with motivation and curricular issues. After school achievement courses designed to provide additional time in the areas of reading and math for students who are not performing at proficient levels.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section I **Area 9: Black Student Achievement**

Identify goals, targets, and actions for Black student achievement.

Add Target
Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Currently 50% of our African American students are proficient in the area of math. We will increase that to 75%. A tutor will be assigned to each student to support the child in math curriculum, providing intervention or enrichment.	50		75

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section J **Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

PTA and Administration have a well working partnership that provides many opportunities to involve parents at Ozona. Some examples of activities are the Fallfest and Spring Student Showcase. All Pro Dads meets on a monthly basis and is heavily attended. Parents are invited to monthly student celebrations and a new picnic area is being installed for parents to lunch with their children. Coffee with Administrators is held four times a year in order to give families and the community a chance to share ideas or give feedback on school programs and processes. Ozona also has a very large volunteer base. Volunteers work in classrooms as well as throughout the building. A tutoring program is also organized that aligns volunteers with at risk students.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

One of Ozona's greatest strengths is the true partnership that exists between PTA and the school. There is real teamwork that happens to help create a solid two-way street between school and family. Several forms of communication is used including school and PTA newsletters, our electronic marquee, school messenger phone calls, facebook, and we have two Conference Nights per year to accommodate working families.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Partnership with Palm Harbor Parks and Rec to facilitate Walk to School Day, Monthly dinner nights are hosted at the school, Osprey Partners provide financial support to adopt each class in the building. Active participants in Relay For Life fundraiser.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section K Area 11: Additional Targets

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

[Add Target](#) [Delete Target](#)

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation		Bronze Level in 2	Bronze in 3 out of 4

PART III PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

[Add PD](#) [Delete PD](#)

Professional Development Identified	
Related Goal(s)	Teachers will collaborate to implement effective planning including the Eight Mathematical Practices, remediation, and acceleration. Students scoring at or above proficient level in the area of math with increase from 67% to 80% as measured by the Florida Standards Assessment (2016).
Topic, Focus, and Content	Effective Collaborative Planning/Goals and Scales
Facilitator or Leader	Darlene Brown, Just in Time Math Coach
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Instructional Staff
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	1 week, then monthly follow up
Strategies for Follow-Up and Monitoring	Follow up each month with continued training, observation and feedback
Person Responsible for Monitoring	Administration

Professional Development Identified	
Related Goal(s)	Students will be given greater opportunity to participate in STEM, hands-on learning and science enrichment activities. Students scoring an advanced level or 4 or higher will increase from 32% to 57%.
Topic, Focus, and Content	Science Lab Implementation; STEM Academy Facilitation
Facilitator or Leader	Laura Spence,
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	3-5th Grade Lab Managers, All STEM Facilitators
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Begin week of September 2, ongoing
Strategies for Follow-Up and Monitoring	Observation of lab lessons and plans, STEM Academy courses
Person Responsible for Monitoring	Administration

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

The school is allocated five dollars per student for school improvement funds. This will be directly linked to the goals that we have in our plan. The school advisory council will be creating a budget that will appropriate the funds. The recommendation will be to use the funds to extend the hours that our Literacy Intervention teachers can provide services. This will meet the goal of differentiation in reading students not meeting target goals in grades K-4.

MEETING STUDENT NEEDS - 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.

The leadership team along with the School Advisory Council works to ensure that all resources are best aligned to student need. Monthly data meetings with the leadership and grade level teams help to identify struggling learners and match resources to need.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	School Improvement Funds
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Related Goal(s)	Teachers align instruction to meet the Florida Standards for ELS, district curriculum guidelines, and student needs by providing multiple opportunities across the literacy block for reading, writing, speaking, and listening. We will increase the number of third-fifth grade students proficient (level 3 and above) in reading from 79.6% to 85% as measured by the Florida Standards Assessment (2016).
Actions/Plans	Funds will be used to extend the timeframe in which LLI teachers can provide service to struggling readers.
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Highly Qualified Instructors
Description of Resources	Intervention teachers providing LLI services in grades K-4
Funding Source	School Improvement Funds
Amount Needed	\$3,875.00

PART VI **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	<input style="width: 100%; height: 20px;" type="text"/>
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

