

St. Johns County School District

# Julington Creek Elementary School



2015-16 School Improvement Plan

## Julington Creek Elementary School

2316 RACE TRACK RD, Saint Johns, FL 32259

<http://www-jce.stjohns.k12.fl.us/>

### School Demographics

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

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	25%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the St. Johns County School Board on 10/7/2015.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

At Julington Creek Elementary our goal is to provide engaging instruction to our students and ensure that every student will achieve measurable learning gains. I make a difference!

##### Provide the school's vision statement

Julington Creek Elementary believes that all children can learn and that all teachers can find ways for the students to learn. The mission of Julington Creek Elementary is to enhance the development of the total child with a life-long love of learning. That they may become a contributing member of society and display an eagerness to learn by participating in an academically challenging environment for students, staff, parents and community.

#### School Environment

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

Julington Creek Elementary believes that learning about students' cultures and building relationships between teachers and students is vital. During enrollment, JCE conducts a home-language survey so that teachers can provide instruction that honors and enhances students' cultural backgrounds. Students engage in cultural studies, design Veteran's Day projects, and participate in Constitution Week activities. Students can also receive language enrichment experiences through after school organizations like L.E.E. All classrooms use "Being a Good Jaguar", a positive behavior support system that encompasses both Character Counts and "Jags Lead". Students are rewarded for making positive choices and fulfilling the "job requirements" of being an excellent student of character, which are explicitly stated, discussed, and reinforced throughout every classroom in the school. Students at JCE are active in community service projects such as providing books and bunnies to children in hospitals, food drives and reading buddies.

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

Students feeling safe and respected before, during, and after school is a number one priority at Julington Creek Elementary. All faculty and staff at JCE consider every student their own, and provide for the care of safety of all students within the school at all times. Intermediate grade students offer Safety Patrol in the mornings and afternoons, helping students enter and exit their cars safely, and enter and exit the building in a safe manner. All entrances and exits to the school are secured or monitored at all times, and faculty and staff communicate via portable radios to ensure that students in transit reach their destinations safely. By utilizing the school-wide positive behavior support system, every student is viewed as a leader and encouraged to adhere to expectations that keep everyone safe, both physically and emotionally.

##### 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



Students at Julington Creek Elementary are expected to demonstrate leadership and strong character. By following the "Being a Good Jaguar" positive behavior support model, students are given the same message throughout all classrooms, resource classes and in the cafeteria. At the beginning of the year, students discuss with the principal what each element means and looks like so that they can be successful. Students are recognized in multiple ways throughout the year for their accomplishments as they work hard to make the aspects of "Being a Good Jaguar" an intrinsic part of their lives. Any student who receives a discipline referral has a discussion with administration about where they struggled in relation to our behavior expectations. Time is taken to help students understand the impact of their decision on others and to restore the broken trust that has occurred because of poor decisions.

**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**

Julington Creek Elementary ensures that the social-emotional needs of all students are being met through a variety of programs. Guidance Counselors hold small group lunch sessions on a variety of topics such as divorce, bullying, dealing with grief and getting along with peers. When a student demonstrates a social/emotional need, that student is brought to the MTSS team where interventions are discussed to offer support. When a student needs help, it is "all hands on deck" to offer support to both the student and the teacher.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Our school has a Parent-Teacher Organization (PTO) which facilitates fundraisers and communication between parents and teachers to address classroom needs. Teachers hold Curriculum Nights to inform parents of classroom expectations. As changes in education continue to unfold, the school seeks district representatives to help parents understand the changes. Teachers continually conference throughout the school year to provide positive feedback and offer suggestions for students' progress. The school mission and vision are displayed on the school website, as well as communicated during PTO and SAC meetings. Curriculum updates are also provided in the school newsletter and posted on the website.

**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**

Julington Creek Elementary partners with the local community for the benefit of all. JCE has an extensive list of local business partners who offer support in a variety of ways, such as providing classroom resources, monetary donations, supplies, etc. JCE continually reaches out to the community through a variety of service projects, including donations to local food banks, charity organizations, and

local causes. Community members also volunteer their time to read with students, help with projects and assist in classrooms.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Olson, Allison	Principal
Gitto, Natalie	Assistant Principal
Leeber, Cindy	Other
Motley, Tina	Instructional Coach
Lyons, Tracey	Teacher, K-12
Adkins, Lynn	Teacher, ESE
Davis, Gary	Teacher, K-12
Buening, Nicole	Teacher, K-12
Root, Katie	
Kiernicki, Megan	Teacher, K-12
Morris, Leslie	Teacher, K-12

**Duties**

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

The School Leadership Team holds bi-monthly meetings with Administration to provide input and report teacher concerns, as well as to take back information to the grade level/department regarding school policies, curriculum and instruction updates, data analysis, etc. The first half of each meeting is spent in leadership development. One of the goals of leadership team is to build capacity within our school and empower teachers to become effective leaders within their grade levels or departments.

***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 administrative team works closely with the representative teacher leaders to identify and align available resources to meet the needs of students and produce desired outcomes. Administration collaborates with teachers to provide uninterrupted instructional time to both remediate and enrich students, based on information from the MTSS team, results of district and state-wide testing, and teacher input from programs such as TIDE. Instructional resources are provided from funding from sources such as SAC, SAR, Extended day funds and SAI. Teacher teams may also request funding for grade-level curriculum materials to meet the needs of a variety of learners.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Becky Jarriel	Teacher
Stephanie David	Teacher
Amy Grimm	Teacher
Ingrid Jones	Teacher
Dana Johnston	Parent
Lindy Birkelbach	Parent
Kelly Thompson	Parent
Theresa Crowe	Parent
Natalie Densmore	Parent
Cathy Apolinario	Teacher
Shelita McGowan	Parent
Lisa North	Education Support Employee
Allison Olson	Principal

**Duties**

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

*Evaluation of last year's school improvement plan*

As a team, the plan is to have SAC review last year's school improvement plan and evaluate whether particular goals have been met. Once determined that progress has been made toward goals, the team will determine the goals for next year.

*Development of this school improvement plan*

The SIP was developed by the Principal, Assistant Principal, Curriculum Coordinator, SAC Chair and Co-Chair, and district support personnel. We also accessed input from other stakeholders, including the school leadership team, SAC, and PTO. Demographic and Assessment data was shared with all parties.

*Preparation of the school's annual budget and plan*

The administrative team meets to prepare the budget using input from staff and parent groups and applies it to support the goals identified in the plan. Drafts of the plan are presented to SAC and the School Leadership Team to further gather input and to ensure that school goals are adequately met.

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

School improvement funds will be used to help raise students' achievement as calculated by the FSA. All monies deposited in the SAC account can only be used for the academic improvement of achievement as outlined in the SIP which is aligned with the Florida Standards.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Motley, Tina	Instructional Coach
Gitto, Natalie	Assistant Principal
Leeber, Cindy	Other
Kirby, Dorothy	Teacher, K-12
Warkentine, Erika	Teacher, K-12
Leavell, Julie	Teacher, K-12
McAnarney, Linda	Teacher, K-12
Henson, Lisa	Teacher, ESE
Dawson, Sherry	Teacher, K-12
Foster, Valerie	Teacher, K-12
Lyons, Tracey	Teacher, K-12
Olson, Allison	Principal
Baker, Susan	Teacher, K-12
Caldwell-Gentile, Suzanne	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

Hands on literacy approach, monthly literacy events/topics to begin in September, ideas and support for writing across curriculums, support grade level teams w/ literacy needs, create budget line/ contacts to support literacy needs, hold literacy events (Fall into Reading & Spring STEMS or Literacy Night during Literacy Week in January), liaison w/ media to support school literacy, create AR school guidelines, create a literacy room for PD materials/leveled library, and Summer Reading Support.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

JCE engages in WOW Wednesdays, where teachers and staff can identify and target areas of need and seek out ways to strengthen their instructional practices. A portion of the day is spent on professional development focused on deliberate practice, data trends, and teacher development. Teachers participate in grade level planning to develop skills and strategies for classroom instruction by collaborating and learning from one another. Time is also spent developing common assessments and doing analysis. Teachers take part in district trainings on in-service days, when applicable.

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

The hiring committee uses the assistance of the AppliTrack program to help determine those who meet NCLB's highly qualified requirements. Once those individuals have been identified, they are then brought in to meet with the hiring committee. Administration invites members of the staff to help give input during the interview process. Collective decision making is used to determine the best fit candidate for each position. New teachers to our building are assigned a team member to be a mentor and "go-to" person. Brand new teachers to the profession meet weekly with administration to engage in teacher development discussions, problem solve and build relationships.

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

Teachers and staff members new to Julington Creek are provided with a mentor. The mentor and mentee meet weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is also given time to observe the mentee as well as to giving feedback, coaching, and planning. Mentor/Mentee pairs are assigned based on common grade levels, location, etc.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards-based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction, and assessment for the highest level student mastery of the Florida Standards.

#### **Instructional Strategies**

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

After completing assessments such as Discovery Education and state mandated testing, teachers identify target areas of strength and weakness for students and differentiate instruction accordingly. Teachers analyze data and participate in Data Chats with administration. Intervention and enrichment opportunities are designed based on the resulting data. Programs like TIDE provide enrichment and remediation for identified students as well by grouping students with like areas of need into groups for a portion of the day (around 20-30 minutes).

**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:** After School Program

**Minutes added to school year:**

Enrichment activities that contribute to a well-rounded education, such as Band, Chorus, Art Club, Technology Club, and Jump Rope Club.

**Strategy Rationale**

Participating in these activities allows students the opportunity to express their creativity and serves to balance academics by promoting growth of the student as a whole.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gitto, Natalie, natalie.gitto@stjohns.k12.fl.us

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

Students are required to maintain passing grades and good behavior to participate in the programs. Discovery Education Assessments, on-going formative assessments, FSA scores, and quarterly report cards are used to determine effectiveness.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Julington Creek Elementary offers tours for the local daycare and pre-schools, kindergarten orientation, and a Tissues and Tea celebration at the end of the first week of school to assist in transitioning incoming Kindergarteners. JCE also works collaboratively with the feeder middle schools to provide assistance with middle school orientation, scheduling, and parent communication.

**College and Career Readiness**

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

NA

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

NA

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

NA

**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**

NA

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Students who performed in the lowest quartile on the 2014-15 Reading FSA will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency.
- G2.** Increase writing proficiency in grades K-2 as based on beginning of the year and end of the year writing anchors
- G3.** Increase use of high yield instructional strategies aligned to Florida Standards to increase student achievement.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*



**G1.** Students who performed in the lowest quartile on the 2014-15 Reading FSA will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency. 1a

 G068978

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	85.0

**Resources Available to Support the Goal** 2

- Professional Development Wednesdays
- PLC - Professional Learning Community
- Data Chats
- TIDE (Targeted Instruction Diagnostic Enrichment)
- Distric provided professional development and inservice

**Targeted Barriers to Achieving the Goal** 3

- Time

**Plan to Monitor Progress Toward G1.** 8

Progress monitoring data will be looked at every six weeks and instruction will be adjusted.

**Person Responsible**

Tina Motley

**Schedule**

Monthly, from 8/10/2015 to 6/1/2016

**Evidence of Completion**

DE Assessments and Formative Assessments embedded in Curriculum Maps

**G2. Increase writing proficiency in grades K-2 as based on beginning of the year and end of the year writing anchors** 1a

G068979

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: English Instruction	80.0

**Resources Available to Support the Goal** 2

- Professional Development Wednesdays
- Data Chats
- TIDE (Targeted Instruction Diagnostic Enrichment)
- District provided professional development and inservice
- Being A Writer instructional resource

**Targeted Barriers to Achieving the Goal** 3

- Time

**Plan to Monitor Progress Toward G2.** 8

Data analysis meetings on WOW Wednesdays

**Person Responsible**

Allison Olson

**Schedule**

Every 6 Weeks, from 9/2/2015 to 5/26/2016

**Evidence of Completion**

DE Assessments and Formative Assessments embedded in Curriculum Maps

**G3. Increase use of high yield instructional strategies aligned to Florida Standards to increase student achievement.** 1a

G068980

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	85.0
Math Lowest 25% Gains	80.0

**Resources Available to Support the Goal** 2

- WOW Wednesdays
- TIDE - Targeted Intervention Diagnostic Enrichment
- Data Chats

**Targeted Barriers to Achieving the Goal** 3

- Teacher training

**Plan to Monitor Progress Toward G3.** 8

The lowest 25% in reading and math will be monitored for growth.

**Person Responsible**

Tina Motley

**Schedule**

Quarterly, from 10/7/2015 to 5/26/2016

**Evidence of Completion**

Student Data-DRA, STAR, and DE

## 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.** Students who performed in the lowest quartile on the 2014-15 Reading FSA will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency. **1**


 G068978

**G1.B1** Time **2**

 B179281

**G1.B1.S1** WOW Wednesdays are scheduled to meet every six weeks. During those meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment.

**4**

 S190619

### Strategy Rationale

specific time for data discussions

### Action Step 1 **5**

After data analysis, RTI/TIDE groups will be adjusted to reflect student needs. Differentiation in the general education classroom will also be planned.

### Person Responsible

Allison Olson

### Schedule

Weekly, from 8/10/2015 to 5/26/2016

### Evidence of Completion

Student Data

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

Administration will be meeting with grade level teams to review data.

**Person Responsible**

Tina Motley

**Schedule**

Weekly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Notes in administrations' One Note Notebook.

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

Attend data discussions during WOW Wednesdays.

**Person Responsible**

Allison Olson

**Schedule**

Weekly, from 8/10/2015 to 6/1/2016

**Evidence of Completion**

DE, DRA, and STAR assessment data

**G2.** Increase writing proficiency in grades K-2 as based on beginning of the year and end of the year writing anchors **1**

G068979

**G2.B1** Time **2**

B179284

**G2.B1.S1** WOW Wednesdays are scheduled for each grade level each 6-7 weeks. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment. Teachers will also engage in professional development from district and curriculum personnel to aide in implementation of new resources. **4**

S190621

### Strategy Rationale

specific time for collaborative planning

### Action Step 1 **5**

WOW Wednesdays are scheduled for each grade level every 6-7 weeks. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment. Professional development on the new writing resource will also be given on these meeting dates as needed.

#### Person Responsible

Allison Olson

#### Schedule

Every 6 Weeks, from 9/2/2015 to 5/26/2016

#### Evidence of Completion

Student data and Formative Assessments embedded in Curriculum Maps and writing anchors.

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

Data will be discussed at data discussions on WOW Wednesdays. Team planning using curricular resource will also be monitored.

#### Person Responsible

Allison Olson

#### Schedule

Every 6 Weeks, from 9/2/2015 to 5/26/2016

#### Evidence of Completion

Data from writing assessments

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

Attend WOW Wednesday meetings and weekly grade level meetings

**Person Responsible**

Allison Olson


**Schedule**

Every 6 Weeks, from 9/2/2015 to 5/26/2016


**Evidence of Completion**

DE Assessments and Writing Anchors

**G3. Increase use of high yield instructional strategies aligned to Florida Standards to increase student achievement.** 1

 G068980

**G3.B2 Teacher training** 2

 B179288

**G3.B2.S1 Teacher Professional Learning Opportunities** 4

 S190624

**Strategy Rationale**

Teachers need time to process and discuss the information read in the Marzano books.

**Action Step 1** 5

Teachers will read the Marzano book for the high instructional strategy they have chosen and participate in book studies to deepen their understanding.

**Person Responsible**

Allison Olson

**Schedule**

Every 6 Weeks, from 9/2/2015 to 5/25/2016

**Evidence of Completion**

Teachers' Deliberate Practice Plans

**Plan to Monitor Fidelity of Implementation of G3.B2.S1 6**

Deliberate practice check-ins on WOW Wednesdays.

**Person Responsible**

Allison Olson

**Schedule**

Every 6 Weeks, from 10/7/2015 to 5/26/2016

**Evidence of Completion**

iobservation

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Teacher reflections in the beginning and end of the book study.

**Person Responsible**

Allison Olson

**Schedule**

Every 6 Weeks, from 10/7/2015 to 5/26/2016

**Evidence of Completion**

Teacher reflections

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	After data analysis, RTI/TIDE groups will be adjusted to reflect student needs. Differentiation in the general education classroom will also be planned.	Olson, Allison	8/10/2015	Student Data	5/26/2016 weekly
G2.B1.S1.A1	WOW Wednesdays are scheduled for each grade level every 6-7 weeks. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment. Professional development on the new writing resource will also be given on these meeting dates as needed.	Olson, Allison	9/2/2015	Student data and Formative Assessments embedded in Curriculum Maps and writing anchors.	5/26/2016 every-6-weeks
G3.B2.S1.A1	Teachers will read the Marzano book for the high instructional strategy they	Olson, Allison	9/2/2015	Teachers' Deliberate Practice Plans	5/25/2016 every-6-weeks



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	have chosen and participate in book studies to deepen their understanding.				
G1.MA1	Progress monitoring data will be looked at every six weeks and instruction will be adjusted.	Motley, Tina	8/10/2015	DE Assessments and Formative Assessments embedded in Curriculum Maps	6/1/2016 monthly
G1.B1.S1.MA1	Attend data discussions during WOW Wednesdays.	Olson, Allison	8/10/2015	DE, DRA, and STAR assessment data	6/1/2016 weekly
G1.B1.S1.MA1	Administration will be meeting with grade level teams to review data.	Motley, Tina	8/10/2015	Notes in administrations' One Note Notebook.	5/26/2016 weekly
G2.MA1	Data analysis meetings on WOW Wednesdays	Olson, Allison	9/2/2015	DE Assessments and Formative Assessments embedded in Curriculum Maps	5/26/2016 every-6-weeks
G2.B1.S1.MA1	Attend WOW Wednesday meetings and weekly grade level meetings	Olson, Allison	9/2/2015	DE Assessments and Writing Anchors	5/26/2016 every-6-weeks
G2.B1.S1.MA1	Data will be discussed at data discussions on WOW Wednesdays. Team planning using curricular resource will also be monitored.	Olson, Allison	9/2/2015	Data from writing assessments	5/26/2016 every-6-weeks
G3.MA1	The lowest 25% in reading and math will be monitored for growth.	Motley, Tina	10/7/2015	Student Data-DRA, STAR, and DE	5/26/2016 quarterly
G3.B2.S1.MA1	Teacher reflections in the beginning and end of the book study.	Olson, Allison	10/7/2015	Teacher reflections	5/26/2016 every-6-weeks
G3.B2.S1.MA1	Deliberate practice check-ins on WOW Wednesdays.	Olson, Allison	10/7/2015	iobservation	5/26/2016 every-6-weeks

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G2.** Increase writing proficiency in grades K-2 as based on beginning of the year and end of the year writing anchors

### **G2.B1** Time

**G2.B1.S1** WOW Wednesdays are scheduled for each grade level each 6-7 weeks. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment. Teachers will also engage in professional development from district and curriculum personnel to aide in implementation of new resources.

#### **PD Opportunity 1**

WOW Wednesdays are scheduled for each grade level every 6-7 weeks. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment. Professional development on the new writing resource will also be given on these meeting dates as needed.

#### **Facilitator**

Administration and JCE Representative

#### **Participants**

Classroom Teachers

#### **Schedule**

Every 6 Weeks, from 9/2/2015 to 5/26/2016

**G3.** Increase use of high yield instructional strategies aligned to Florida Standards to increase student achievement.

**G3.B2** Teacher training

**G3.B2.S1** Teacher Professional Learning Opportunities

**PD Opportunity 1**

Teachers will read the Marzano book for the high instructional strategy they have chosen and participate in book studies to deepen their understanding.

**Facilitator**

Allison Olson, Natalie Gitto, and Cindy Leeber

**Participants**

All teachers

**Schedule**

Every 6 Weeks, from 9/2/2015 to 5/25/2016

**Technical Assistance Items**

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

**Budget**

Budget Data						
1	G1.B1.S1.A1	After data analysis, RTI/TIDE groups will be adjusted to reflect student needs. Differentiation in the general education classroom will also be planned.				\$0.00
2	G2.B1.S1.A1	WOW Wednesdays are scheduled for each grade level every 6-7 weeks. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment. Professional development on the new writing resource will also be given on these meeting dates as needed.				\$0.00
3	G3.B2.S1.A1	Teachers will read the Marzano book for the high instructional strategy they have chosen and participate in book studies to deepen their understanding.				\$2,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0241 - Julington Creek Elem. School	General Fund		\$2,800.00
			<i>Notes: Marzano books</i>			
					<b>Total:</b>	<b>\$2,800.00</b>