

St. Johns County School District

Otis A. Mason Elementary School



2015-16 School Improvement Plan

Otis A. Mason Elementary School

207 MASON MANATEE WAY, St Augustine, FL 32086

www-mes.stjohns.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	49%

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

School Grades History

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

**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	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Otis A. Mason Elementary provides AVID strategies in addition to a quality educational foundation that facilitates and supports a community of lifelong learners

Provide the school's vision statement

Our vision at Otis A. Mason Elementary School is to strive to meet the individual needs and maximize the potential of every child while building the character and skills to be contributors to their neighborhood, community and world.

School Environment

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

Otis A. Mason Elementary is located in the rural southwest portion of St. Johns county. Our families come to our school from very diverse backgrounds. Some families live by the beach, others live on farms, and others live in the most rural parts of our county. Our school learns about our students' cultures by building relationships and embracing all of the diversity within our school community. We facilitate family events throughout the year where parents can see their child perform on stage and visit their child's classroom to see the progress they are making in the classroom.

All teachers and support staff attend workshops (school, county and state based: including AVID 3 day summer institute) which include opportunities for learning about culturally relevant teaching. All Mason stakeholders communicate awareness of student culture by respecting family traditions, utilizing culturally relevant literature and resources during instruction, and being sensitive to holidays, traditions, and expectations.

Family events, PTA affairs, Book fairs, and field trips are available to continue to build cultural awareness and relationships.

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

Through continual awareness and learning, all stakeholders gain a better understanding of our students and families. Family events, PTA, book fair, field trips are available to continue to build cultural awareness and relationships. Manatee dollars and manatee store are a school wide rewards program which focuses on positive behavior supports, rewarding students for exhibiting the pillars of character.

The morning message through Project Wisdom is broadcast on the news and discussed in class through written and oral discussion. This message focuses on decision making, self monitoring, and encouraging students to make good choices each day. During our AVID time, students travel to different teachers to receive instruction at their level providing opportunities for a school wide system of getting to know students and staff.

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

Clear and consistent school rules and expectations have been established that encourage students to be their "BEST" (Be Respectful, Engaged, Safe, Trustworthy). These rules and expectations are for all of the public spaces at Mason. Students travel outside instead of in the halls to minimize noise. All teachers follow a school wide online discipline referral system and are expected to teach and reinforce appropriate behaviors. We developed a behavior matrix that will be used by the administrative team to ensure that consequences are delivered in a fair and consistent manner. All teachers are taught procedures and how to utilize the MTSS behavior and academic support system when necessary.

Manatee dollars and manatee store are a school wide rewards program that focuses on positive behavior. Positive Behavior Referrals may also be submitted to the office when students exhibit outstanding or improved behavior.

The morning message through Project Wisdom is broadcast on the news and discussed in class through written and oral discussion. These messages are thought and conversation provoking and focus on good character.

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

Otis A. Mason has a core team for the RtI/Mtss process. Behavior and academic needs are addressed.

The school has a guidance counselor that meets with groups and also coordinates the school mentoring program. As a result of this program, Mason has many mentors that meet with individual students.

The school has a School Psychologist that also meets with student groups with a focus on social and emotional goals.

The morning message through Project Wisdom is broadcast on the news and discussed in class through written and oral discussion. This message provides children with an avenue to discuss positive behaviors and how to react in challenging situations.

Otis Mason believes that all students deserve a school that is safe, secure, and free from bullying and harassment of any kind. Mason follows the school district's adopted comprehensive policy that prohibits bullying and harassment.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/177726>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Otis A Mason Elementary builds and sustains partnerships with many local community organizations to support our school and community. Our school wide initiatives include a partnership with Habitat for Humanity, Goodwill Organization and other non-profit groups. We also partner with our feeder High School to support AVID and other career development school initiatives. Community partnerships support the Heart Association and Cancer Association which also link our learning standards and character education curriculum to these student led fund raising initiatives. The Manatee Mall is aligned with our district wide initiative of "Character Counts Program". Other partnerships include Flagler College providing support for our ELL students and our support to Higher Education Teacher Training Programs, accepting interns and student teachers. Otis A. Mason has an active, involved PTO that utilizes resources from local businesses and community members throughout our district. The PTO regularly schedules family events, educational parent programs, that support our Manatee Stakeholders.

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
Pillay, Nigel	Principal
Gary-Donovan, Donna	Assistant Principal
Redmon, Angela	Other
Lee, Saponda	Guidance Counselor
Crupi, Deborah	Teacher, K-12
Hillier, Jill	Instructional Coach

Duties

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

Describe Roles and Responsibilities:

Members of the team represent their grade level or department. Their role is to act as a liaison to communicate and share information from their respective grade levels to the Leadership team. In turn, the representative takes the information and decisions made by the team back to their colleagues.

How they Serve as Instructional Leaders:

Each of our members on the team are teacher leaders. They represent their team at the district cadre meetings and they assist in communicating information from those meetings. They facilitate grade level meetings and they work with their team to reach consensus on grade level decisions.

Shared Decision Making

When decisions are to be made, the team will gather information and share view points at the regularly scheduled monthly meetings. View points shared by each leader reflect their colleagues they represent. Input will be respected by all members and dialogue regarding decision making will be held in a most considerate manner with a focus in overall school improvement.

Attempts will be made to get unanimous agreement, however, when this is not possible, the team will collaborate to reach consensus.

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 MTSS/Rti program revolves around 3 tiers:

Tier 1 is the core universal instruction/behavioral expectations and supports designed for all students in all settings.

- Tier 2 is the targeted supplemental interventions and supports that some students receive in addition to and aligned with the core academic and behavior curriculum and instruction.
- Tier 3 is the intensive individualized interventions and supports few students receive in addition to and aligned with the core academic and behavior curriculum and instruction.

The data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about instruction and interventions.

MTSS/Rti meetings are once weekly with the core team meeting once weekly Teachers and parents are invited to attend as appropriate. Otis A. Mason uses a variety of data for MTSS/Rti team based decisions. Discovery Education testing, FCAT science scores, DRA, STAR Reading/Math, teacher evaluation, and classroom grades and tests are used in the decision making process.

Title I and SAI funds are used to provide support staff (paraprofessionals and tutors), transportation and supplemental materials. Additionally, these funds are used to cover expenses for staff development that increases teacher and staff expertise in ELA, mathematics and science A plan for each funding source was submitted and approved by the district. Funds for the homeless are provided through the district's ASSIST program. These funds are used to provide transportation, family resources, and supplies for students identified as homeless based on the McKinney-Vento Act.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nigel Pillay	Principal
Donna Gary-Donovan	Education Support Employee
Deborah Crupi	Teacher
Heather Watson	Teacher
Jeannie Siragusa	Teacher
Kirsten Hansen	Teacher
Drina Cohen	Education Support Employee
Catrena Mitchell	Parent
Kimberly McManus	Parent
Debbie Bier	Parent
Richard Bier	Parent
Christine Barrow-Bailey	Parent
LaShonda Porter	Parent
LaToya Russ	Teacher

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

At the April and May 2015 SAC Meetings the SAC team evaluated our areas of strengths and weaknesses and offered input on ways to achieve our goals. During the September 2015 School Advisory Council (SAC) meeting the Principal will present last years SIP and the results for the committee to review and evaluate the school's progress.

Development of this school improvement plan

The council met at the end of the 2014-15 school year to give input to the upcoming SIP. Student Performance data was reviewed and discussed and each member expressed their ideas and suggestions at the April and May, 2015 SAC meeting. The upcoming plan will be shared with the Council at the September 15, 2015 meeting to gain further input as well as provide any additional information our council may need to understand our SAC plan.

Preparation of the school's annual budget and plan

The SAC team was presented a draft of the school's budget and plan during the spring. The Council provided input on the two documents.

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

School Improvement funds were allocated on a case by case basis. All funds requests were presented at a scheduled SAC meeting. The party receiving funds was responsible for presenting the outcome of their activity required to collaborate and share with the appropriate audience based on the training received. This same process will be implemented this school year with a focus on feedback and accountability. Funds will be used primarily for training for instructional staff. This past year funds were allocated to send the Media Specialist to the Florida Association for Media in Education Conference, as well as to send 3 ESE based employees to The National Autism Conference.

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
Hillier, Jill	Instructional Coach
Pillay, Nigel	Principal
Gary-Donovan, Donna	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on the following during the 2015-16 school year:

- ~ Implementing district curriculum maps
- ~ Monitoring Progress Monitoring results from Discovery Education Reading, Math and Science
- ~ Monitoring Progress Monitoring results from IRLA, STAR Early Literacy, STAR Reading, and STAR Math
- ~ Monitoring student learning gains in Math and Reading with special focus on the lowest 25% and lowest subgroups to assure they are making adequate learning gains

- ~ Provides training on Balanced Literacy Framework (BLF)
- ~ Models elements of BLF (i.e. mini lessons, guided reading, centers, etc.)

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

Otis A Mason provides a variety of opportunities to support a positive school culture for our teachers and staff. These times include two monthly faculty meetings that facilitate teacher activities to share personal and professional stories about themselves and student successes. These faculty meeting also facilitate a collaborate structure to support teacher sharing of academic interventions and weekly common planning sessions. The district initiatives focus on "High Yield Instruction", Balanced Literacy", MFA's and "Being a Writing". In addition to these monthly faculty meetings we also provide Teachers 2 times per month for school wide collaboration, workshops and learning. Teachers are also provided 2 grade level collaborative planning times each day.

In addition, we have a "Sunshine Committee" that provide a variety of celebrations and support for our teachers and staff. PTO celebrates teachers by providing our annual "Welcome Back Breakfast and Teacher Appreciation Luncheon, plus small tokens of appreciation throughout the year.

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

Recruitment:

St. Johns County Schools has an extensive pool of applicants seeking employment through the SJCSO AppliTrack system. Applicants' are screened to be sure they meet the highly qualified status to work in a Title I School. The Human Resource Department in St. Johns County is responsible for assuring candidates meet or exceed qualifications for teaching positions.

Retention:

A new teacher mentor program is conducted to help new teachers become familiar with the AVID, curriculum maps and teaching structure of our school. In addition, a new teacher sharing session is held monthly with administration to assist new teachers with monthly related activities as well as school procedures and expectations. Ongoing coaching is provided by ILC, Peer Evaluator, and Administration as part of the EEE instructional evaluation program, and teacher professional growth.

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

Mentors are paired with first year teachers or teachers new to the school, within the same grade. Mentors are experienced, qualified and identified as teachers with leadership and expertise to aide the incoming teacher. There is ongoing, open, two-way communication between the mentor and the men-tee in the following areas: AVID, curriculum, assessments, policies, procedures, parent communication/ involvement, day-to-day routines, community, school culture, and professionalism. Ongoing coaching is provided by ILC, Peer Evaluator, and Administration as part of the EEE instructional evaluation program and teacher professional growth. Our Mentoring program lasts for the entire school year so new teachers feel supported.

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. Otis Mason has teacher representatives that attend the district cadres on new initiatives for "Best Practices" in teaching and learning. District initiatives including High Yield Instruction, Digital Citizenship, Balanced Literacy and MFA's. The teachers utilize SJCSO 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, 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 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

Otis A. Mason faculty utilizes data to drive instruction and curriculum planning. Teachers are given rosters with a follow-up activity of "Getting To Know Your Audience". Teachers are charged to identify each students area of need including ESE, ELL, previous retentions, MTSS Tier level, 504 plans at our pre-service faculty meeting. Teacher review this important data to develop an instructional plan to include differentiation strategies. Teachers are provided "pink and blue" cards that give previous years DRA level, STAR level and DE scores. Class list are developed with a purposeful planning to provide a balance of ability groupings to support a quality inclusion model of service. The ESE services are planned with grade level ability grouping leading the formation of ELA and Math groups. Ability grouping delineates student needs for instruction for ESE to provide daily intervention/ reteaching and support facilitation. Mason also has a daily 30 minute block of differentiation instruction for AVID and intervention. Teachers at Mason also provide AVID strategies within their daily instruction and implement a balanced literacy framework that includes High Yield Instructional Strategies.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year:

Summer Reading Program is designed to provide reading intervention to students in K,1,2,3 grades. These students are performing below grade level in reading and need reteaching/ intervention within the Florida ELA standards. The summer reading program is a full day program that provide small group instruction to 3-5 students at a time to reteach the standards and provide a differentiated curriculum to support student learning. Reteaching and targeted intervention for students in the lowest quartile based on assessments is provided. Students that are in third grade but have not mastered the third grade standards attend with the expected goal to complete mastery of the ELA third grade standards within a portfolio format. The reading instruction follows the Florida Standards and the teacher differentiates within the curriculum per individual need of the student. The summer reading program also provides field study opportunities for our students to experience community based learning activities. At the completion of summer reading program the third grade students are retested utilizing the SAT 10 and or complete a portfolio assessment in order to be promoted. The summer reading program also provides field study opportunities for our students to experience community based learning activities each week.

Strategy Rationale

Students are providing reteaching/intervention within small group instruction utilizing research based curriculum and instructional strategies. This instruction is designed to provide the necessary intervention to maintain and improve reading achievement and grade level expectations. The summer reading program also provides field study opportunities for our students to experience community based learning activities.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gary-Donovan, Donna, donna.gary-donovan@stjohns.k12.fl.us

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

Student success is measured on standardized assessment tests in reading according to the Florida ELA Standards. Additionally, data from progress monitoring tools such as Discovery Education, OLA, and classroom based assessment is used to determine the effectiveness of the strategy. The SAT 10 and portfolio assessments determine promotion for third grade students.

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

Otis A. Mason Elementary offers Pre-K ESE and a VPK program. Rising Kindergarten students are assessed on readiness skills prior to entry and information is provided to parents regarding their child's readiness level. Additionally, parents are provided with information on student readiness and materials to provide assistance prior to Kindergarten. A special Open House/Kindergarten Readiness activity is planned and implemented in the spring. For rising 6th grade students, open communication with the middle school feeders support the students successful transition to middle school. Otis A.

Mason collaborates with the middle school staff to provide the support to students and families regarding curriculum night and summer orientation located at the students base middle school.

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

Otis A. Mason partnered with Habitat for Humanity to provide community based service learning. Through this service learning project our elementary school also partnered with our feeder HS students to complete the project. Through this initiative our elementary school students learned about our HS academy for carpentry and building. Our students worked with a horticultural specialist to learn about the horticultural industry and how to harvest and maintain a garden. Our 4th grade students developed a brochure to provide the necessary information for our habitat families to replant and maintain the replanted garden. All of these experiences have provided career development experiences and working with community and business partners for our students.

Otis A. Mason is an AVID school which promotes college and career development activities. These activities include daily instruction in organization and higher order thinking skill development. Additionally AVID provides college field study activities. Our teachers are responsible to build college awareness within their instruction.

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

Otis A. Mason has a morning news shows which provides communication to our school community each day. We have infused our AVID college readiness curriculum within our news show to offer opportunities to our students to learn about the district wide HS career academies. The morning news show planned for a variety of academy information to share within the morning news show. Students participated within career and technical learning activities.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement within the area of Mathematics.

- G2.** To increase student achievement within the area of English Language Arts.

- G3.** To increase student achievement within the area of science.

Strategic Goals Detail

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

G1. To increase student achievement within the area of Mathematics. 1a

G068996

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	75.0

Resources Available to Support the Goal 2

- Instructional Literacy Coach who supports teachers with modeling, resources, and training. Intervention Specialist who supports behavior, character education, testing, and data based decision making. School based experts are available and used for training and support. Title I funding is used for materials, supplies, and personnel. A culture of student success and rigor has been built, Tier I expectations are rigorous, and AVID is followed with fidelity.

Targeted Barriers to Achieving the Goal 3

- Teachers are in the mechanical use stage of Mathematical Formative Assessment System (MFAS).

Plan to Monitor Progress Toward G1. 8

The percentage of students scoring at or above proficiency will be closely monitored.

Person Responsible

Jill Hillier

Schedule

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

Evidence of Completion

The percentage of students scoring at or above proficiency on assessments will increase each testing cycle. This data will be provided to all stakeholders.

G2. To increase student achievement within the area of English Language Arts. 1a

G068997

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0

Resources Available to Support the Goal 2

- Instructional Literacy Coach who supports teachers with modeling, resources, and training. Intervention Specialist who supports behavior, character education, testing, and data based decision making. School based experts are available and used for training and support. Title I funding is used for materials, supplies, and personnel. A culture of student success and rigor has been built, Tier I expectations are rigorous, and AVID is followed with fidelity.

Targeted Barriers to Achieving the Goal 3

- Teachers are in the mechanical use stage of new district initiatives.

Plan to Monitor Progress Toward G2. 8

The percentage of students scoring at or above proficiency will be closely monitored.

Person Responsible

Jill Hillier

Schedule

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

Evidence of Completion

The percentage of students scoring at or above proficiency on assessments will increase each testing cycle. This data will be provided to all stakeholders.

G3. To increase student achievement within the area of science. 1a

G068998

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal 2

- Instructional Literacy Coach who supports teachers with modeling, resources, and training. Intervention Specialist who supports behavior, character education, testing, and data based decision making. School based experts are available and used for training and support. Title I funding is used for materials, supplies, and personnel. A culture of student success and rigor has been built, Tier I expectations are rigorous, and AVID is followed with fidelity.

Targeted Barriers to Achieving the Goal 3

- There needs to be a more focused approach to planning and implementing a science curriculum.

Plan to Monitor Progress Toward G3. 8

Increase in the number of students scoring at or above proficiency on science assessments.

Person Responsible

Jill Hillier

Schedule

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

Evidence of Completion

The percentage of students scoring at or above proficiency on assessments will increase each test cycle. This data will be provided to all stakeholders.

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. To increase student achievement within the area of Mathematics. **1**


 G068996

G1.B1 Teachers are in the mechanical use stage of Mathematical Formative Assessment System (MFAS).

2

 B179314

G1.B1.S1 Provide a variety of ongoing focused professional development at varied times to support teacher learning, utilize available funding to provide resources. **4**

 S190656

Strategy Rationale

By providing the training and support necessary for successful implementation of strategies, teachers will be able to effectively increase student achievement.

Action Step 1 **5**

The Instructional Literacy Coach will partner with teacher experts and district specialists to provide training and support in MFAS and curriculum maps to increase teacher competence in the area of instruction. Substitutes will be provided as needed.

Person Responsible

Jill Hillier

Schedule

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

Evidence of Completion

Keeping track of the ILC PD log and student artifact/evidence from MFAS.

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

Administration will carefully monitor and implementation of PD.

Person Responsible

Nigel Pillay

Schedule

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

Evidence of Completion

Teacher participation within the ILC offered PD as evidenced in the PD log.

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

Monitor through ongoing walkthroughs, informal and formal observation.

Person Responsible

Donna Gary-Donovan

Schedule

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

Evidence of Completion

iObservation

G2. To increase student achievement within the area of English Language Arts. 1

G068997

G2.B1 Teachers are in the mechanical use stage of new district initiatives. 2

B179315

G2.B1.S1 Provide a variety of ongoing focused professional development at varied times to support teacher learning, utilize available funding to provide resources. 4

S190657

Strategy Rationale

By providing the training and support necessary for successful implementation of strategies, teachers will be able to effectively increase student achievement.

Action Step 1 5

The Instructional Literacy Coach will partner with teacher experts and district specialists to provide training and support in high yield strategies, including the gradual release model, to increase teacher competence in the area of instruction. Substitutes will be provided as needed.

Person Responsible

Jill Hillier

Schedule

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

Evidence of Completion

Keeping track of the ILC PD schedule/log.

Action Step 2 5

Teachers will have ongoing PD for Being A Writer and Making Meaning.

Person Responsible

Jill Hillier

Schedule

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

Evidence of Completion

Monitor ILC PD schedule/log.

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

Administration will carefully monitor both the training and implementation of PD.

Person Responsible

Nigel Pillay

Schedule

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

Evidence of Completion

Teacher participation within the ILC offered PD as evidenced in the PD log.

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

Monitor through ongoing walkthroughs, informal and formal observations.

Person Responsible

Donna Gary-Donovan

Schedule

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

Evidence of Completion

iObservation

G3. To increase student achievement within the area of science. 1

G068998

G3.B1 There needs to be a more focused approach to planning and implementing a science curriculum. 2

B179316

G3.B1.S1 Provide a variety of ongoing focused professional development at varied times to support teacher learning, utilize available funding to provide resources. 4

S190658

Strategy Rationale

By providing the training and support necessary for successful implementation of strategies, teachers will be able to effectively increase student achievement.

Action Step 1 5

The Instructional Literacy Coach will partner with teacher experts and district specialists to provide training and support in science curriculum maps to increase teacher competence in the area of instruction. Substitutes will be provided as needed.

Person Responsible

Jill Hillier

Schedule

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

Evidence of Completion

Keeping track of the ILC PD log and student artifacts/evidence from science labs and assessments..

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

Administration will carefully monitor and implementation of PD.

Person Responsible

Nigel Pillay

Schedule

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

Evidence of Completion

Teacher participation within the ILC offered PD as evidenced in the PD log.

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

Monitor through ongoing walkthroughs, informal and formal observation.

Person Responsible

Donna Gary-Donovan

Schedule

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

Evidence of Completion

iObservation

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	The Instructional Literacy Coach will partner with teacher experts and district specialists to provide training and support in MFAS and curriculum maps to increase teacher competence in the area of instruction. Substitutes will be provided as needed.	Hillier, Jill	8/10/2015	Keeping track of the ILC PD log and student artifact/evidence from MFAS.	5/26/2016 monthly
G2.B1.S1.A1	The Instructional Literacy Coach will partner with teacher experts and district specialists to provide training and support in high yield strategies, including the gradual release model, to increase teacher competence in the area of instruction. Substitutes will be provided as needed.	Hillier, Jill	8/10/2015	Keeping track of the ILC PD schedule/ log.	5/26/2016 weekly
G3.B1.S1.A1	The Instructional Literacy Coach will partner with teacher experts and district specialists to provide training and support in science curriculum maps to increase teacher competence in the area of instruction. Substitutes will be provided as needed.	Hillier, Jill	8/10/2015	Keeping track of the ILC PD log and student artifacts/evidence from science labs and assessments..	5/26/2016 monthly
G2.B1.S1.A2	Teachers will have ongoing PD for Being A Writer and Making Meaning.	Hillier, Jill	8/10/2015	Monitor ILC PD schedule/log.	5/26/2016 monthly
G1.MA1	The percentage of students scoring at or above proficiency will be closely monitored.	Hillier, Jill	8/10/2015	The percentage of students scoring at or above proficiency on assessments will increase each testing cycle. This data will be provided to all stakeholders.	5/26/2016 quarterly
G1.B1.S1.MA1	Monitor through ongoing walkthroughs, informal and formal observation.	Gary-Donovan, Donna	8/10/2015	iObservation	5/26/2016 monthly
G1.B1.S1.MA1	Administration will carefully monitor and implementation of PD.	Pillay, Nigel	8/10/2015	Teacher participation within the ILC offered PD as evidenced in the PD log.	5/26/2016 monthly
G2.MA1	The percentage of students scoring at or above proficiency will be closely monitored.	Hillier, Jill	8/10/2015	The percentage of students scoring at or above proficiency on assessments will increase each testing cycle. This data will be provided to all stakeholders.	5/26/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Monitor through ongoing walkthroughs, informal and formal observations.	Gary-Donovan, Donna	8/10/2015	iObservation	5/26/2016 monthly
G2.B1.S1.MA1	Administration will carefully monitor both the training and implementation of PD.	Pillay, Nigel	8/10/2015	Teacher participation within the ILC offered PD as evidenced in the PD log.	5/26/2016 monthly
G3.MA1	Increase in the number of students scoring at or above proficiency on science assessments.	Hillier, Jill	8/10/2015	The percentage of students scoring at or above proficiency on assessments will increase each test cycle. This data will be provided to all stakeholders.	5/26/2016 monthly
G3.B1.S1.MA1	Monitor through ongoing walkthroughs, informal and formal observation.	Gary-Donovan, Donna	8/10/2015	iObservation	5/26/2016 monthly
G3.B1.S1.MA1	Administration will carefully monitor and implementation of PD.	Pillay, Nigel	8/10/2015	Teacher participation within the ILC offered PD as evidenced in the PD log.	5/26/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase student achievement within the area of Mathematics.

G1.B1 Teachers are in the mechanical use stage of Mathematical Formative Assessment System (MFAS).

G1.B1.S1 Provide a variety of ongoing focused professional development at varied times to support teacher learning, utilize available funding to provide resources.

PD Opportunity 1

The Instructional Literacy Coach will partner with teacher experts and district specialists to provide training and support in MFAS and curriculum maps to increase teacher competence in the area of instruction. Substitutes will be provided as needed.

Facilitator

ILC, District Curriculum Specialist, Intervention Specialist, School Based Experts, and Administration.

Participants

Instructional staff.

Schedule

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

G2. To increase student achievement within the area of English Language Arts.

G2.B1 Teachers are in the mechanical use stage of new district initiatives.

G2.B1.S1 Provide a variety of ongoing focused professional development at varied times to support teacher learning, utilize available funding to provide resources.

PD Opportunity 1

The Instructional Literacy Coach will partner with teacher experts and district specialists to provide training and support in high yield strategies, including the gradual release model, to increase teacher competence in the area of instruction. Substitutes will be provided as needed.

Facilitator

Jill Hillier, District Curriculum specialist, Intervention Specialist, school based experts

Participants

All instructional staff members

Schedule

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

PD Opportunity 2

Teachers will have ongoing PD for Being A Writer and Making Meaning.

Facilitator

Jill Hillier

Participants

Instructional staff

Schedule

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

G3. To increase student achievement within the area of science.

G3.B1 There needs to be a more focused approach to planning and implementing a science curriculum.

G3.B1.S1 Provide a variety of ongoing focused professional development at varied times to support teacher learning, utilize available funding to provide resources.

PD Opportunity 1

The Instructional Literacy Coach will partner with teacher experts and district specialists to provide training and support in science curriculum maps to increase teacher competence in the area of instruction. Substitutes will be provided as needed.

Facilitator

ILC, School based experts, district science curriculum specialist

Participants

All instructional staff

Schedule

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

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	The Instructional Literacy Coach will partner with teacher experts and district specialists to provide training and support in MFAS and curriculum maps to increase teacher competence in the area of instruction. Substitutes will be provided as needed.				\$0.00
2	G2.B1.S1.A1	The Instructional Literacy Coach will partner with teacher experts and district specialists to provide training and support in high yield strategies, including the gradual release model, to increase teacher competence in the area of instruction. Substitutes will be provided as needed.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0361 - Otis A. Mason Elementary School	Title I Part A		\$3,000.00
3	G2.B1.S1.A2	Teachers will have ongoing PD for Being A Writer and Making Meaning.				\$0.00
4	G3.B1.S1.A1	The Instructional Literacy Coach will partner with teacher experts and district specialists to provide training and support in science curriculum maps to increase teacher competence in the area of instruction. Substitutes will be provided as needed.				\$7,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$7,200.00
			<i>Notes: Title I funding will be used to provide substitutes and materials to support this goal.</i>			
Total:						\$10,200.00