

St. Johns County School District

Julington Creek Elementary School



2016-17 Schoolwide Improvement Plan

Julington Creek Elementary School

2316 RACE TRACK RD, Saint Johns, FL 32259

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	14%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 9/29/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Julington Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At JCE, we will provide quality instruction in core academics as well as additional opportunities for enrichment related to the arts, technology and overall wellness. We will emphasize character education and recognize children who demonstrate qualities of good character both at school and in the community.

b. Provide the school's vision statement.

JCE...where children grow to be well-rounded people of character.

Motto:

JCE is...

Ready to teach!

Ready to learn!

Ready to grow!

2. School Environment

a. 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 Language Exploration Enrichment (L.E.E.). All classrooms use "Being a Good Jaguar," a positive behavior support system that encompasses all aspects of Character Counts. 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.

b. 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 and 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.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Julington Creek Elementary ensures that the social-emotional needs of all students are being met through a variety of programs. Our guidance counselor actively teaches social skills to our kindergartners and 1st graders as a part of our resource wheel to proactively address social and emotional needs when students are young. 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. When group counseling sessions are needed to address grief, divorce, etc, our guidance counselors, admin and teachers all step up to join forces to get students assistance.

B. Family and Community Engagement

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

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

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

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

No

1. PIP Link

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

2. 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. These curriculum nights begin with a presentation from the principal to outline achievements of students, mission and vision of the school and the goals for the coming year. An important part of the presentation is to recognize the important part that parents play in the lives of their students. Families are thanked for their support and their involvement.

As changes in education continue to unfold, the school seeks district representatives to help parents understand the changes. Teachers 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.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Olson, Allison	Principal
Gitto, Natalie	Assistant Principal
Motley, Tina	Instructional Coach
Foster, Valerie	Teacher, K-12
Ragusa, Cathy	Teacher, K-12
Gilbert, Wendy	Teacher, K-12
Lewis, Lisa	Teacher, K-12
Thomas, Patricia	Teacher, K-12
Isabelle, Kathe	Teacher, K-12
Jarriel, Becky	Teacher, ESE
Adams, Angela	Teacher, K-12

b. Duties

1. 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.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Linda Piscatella	Business/Community
Amy Grimm	Teacher
Dana Johnston	Parent
Lindy Birkelbach	Parent
Kelly Thompson	Parent
Theresa Crowe	Parent
Natalie Densmore	Parent
Cathy Apolinario	Teacher
Allison Olson	Principal
Susan Foster	Teacher
Jose Moreno	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

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.

b. Development of this school improvement plan

The SIP was developed by the Principal, Assistant Principal, SAC 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Motley, Tina	Instructional Coach
Gitto, Natalie	Assistant Principal
McAnarney, Linda	Teacher, K-12
Henson, Lisa	Teacher, ESE
Dawson, Sherry	Teacher, K-12
Foster, Valerie	Teacher, K-12
Olson, Allison	Principal
Caldwell-Gentile, Suzanne	Teacher, K-12

b. Duties

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

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, 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.

D. Public and Collaborative Teaching

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

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

JCE engages in WOW Wednesdays, where teachers 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. Grade level teams are also given daily common planning time where teachers may plan together and further support each other. Administration attends a weekly planning meeting to field questions and "check-in" with each grade level.

2. 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 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.

3. 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 provide feedback, coaching, and planning. Mentor/Mentee pairs are assigned based on common grade levels, location, etc.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists/cadre members meet to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities 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 Professional Learning Communities 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 and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional subject areas to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are 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 grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, 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 four times a year 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 in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

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

After completing assessments such as Discovery Education, DRA 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 (30 minutes).

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

Strategy: 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, Chess Club, Odyssey of the Mind, Girls on the Run 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

Olson, Allison, allison.olson@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Julington Creek Elementary offers tours for the local daycare and pre-schools, kindergarten orientation, and a Boo Hoo Brunch celebration at the end of the first week of school to assist in transitioning incoming Kindergartners and their parents. JCE also works collaboratively with the

feeder middle schools to provide assistance with middle school orientation, scheduling, and parent communication. Transition meetings occur in the spring for any student with needs so that the middle schools are prepared and can help the child with support and a smooth transition.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

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.** Students who performed in the lowest quartile on the 2015-16 Math FSA (grades 3-5) or DE level 1 (grades K-2) will increase their knowledge and abilities as math students, specifically in the areas of fluency and problem solving.
- G2.** Increase writing proficiency in grades K-5 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Students who performed in the lowest quartile on the 2015-16 Math FSA (grades 3-5) or DE level 1 (grades K-2) will increase their knowledge and abilities as math students, specifically in the areas of fluency and problem solving. 1a

G083096

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	85.0

Targeted Barriers to Achieving the Goal 3

- Time

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Allison Olson

Schedule

Quarterly, from 8/16/2016 to 5/24/2017

Evidence of Completion

DE Assessments and Formative Assessments embedded in Curriculum Maps

G2. Increase writing proficiency in grades K-5 as based on beginning of the year and end of the year writing anchors. 1a

G083097

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Time

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

Data analysis meetings on WOW Wednesdays

Person Responsible

Allison Olson

Schedule

Every 6 Weeks, from 9/1/2016 to 5/24/2017

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

G083098

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Teacher training

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Allison Olson

Schedule

Quarterly, from 9/28/2016 to 5/24/2017

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 2015-16 Math FSA (grades 3-5) or DE level 1 (grades K-2) will increase their knowledge and abilities as math students, specifically in the areas of fluency and problem solving. **1**


 G083096

G1.B1 Time **2**

 B220314

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

 S232560

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 9/1/2016 to 5/26/2017

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

Allison Olson

Schedule

Weekly, from 8/16/2016 to 5/23/2017

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 8/16/2016 to 5/23/2017

Evidence of Completion

DE data given quarterly, math mastery tests, math fact fluency checks, MFAS tasks

G2. Increase writing proficiency in grades K-5 as based on beginning of the year and end of the year writing anchors. 1

G083097

G2.B1 Time 2

B220317

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 the new writing resources. 4

S232562

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 9/1/2016 to 5/24/2017

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. Training opportunities will be provided and lesson study opportunities facilitated.

Person Responsible

Allison Olson

Schedule

Every 6 Weeks, from 9/1/2016 to 5/24/2017

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 9/1/2016 to 5/24/2017

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

G083098

G3.B2 Teacher training 2

B220321

G3.B2.S1 Teacher Professional Learning Opportunities 4

S232565

Strategy Rationale

Teachers need time to process and discuss the information presented and provided through I-observation regarding differentiation and small group instruction.

Action Step 1 5

Teachers will explore the Marzano resources for the high instructional strategy they have chosen as part of their deliberate practice and participate in WOW PD discussions to deepen their understanding.

Person Responsible

Allison Olson

Schedule

Every 6 Weeks, from 8/17/2016 to 5/24/2017

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 9/28/2016 to 5/24/2017

Evidence of Completion

iobservation, reflections

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

Teacher reflections on each WOW Wednesday

Person Responsible

Allison Olson

Schedule

Every 6 Weeks, from 9/28/2016 to 5/24/2017

Evidence of Completion

Teacher reflections

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.MA1 M301510	Attend data discussions during WOW Wednesdays.	Olson, Allison	8/16/2016	DE data given quarterly, math mastery tests, math fact fluency checks, MFAS tasks	5/23/2017 weekly
G1.B1.S1.MA1 M301511	Administration will be meeting with grade level teams to review data.	Olson, Allison	8/16/2016	Notes in administrations' One Note Notebook.	5/23/2017 weekly
G1.MA1 M301514	Progress monitoring data will be looked at every six weeks and instruction will be adjusted.	Olson, Allison	8/16/2016	DE Assessments and Formative Assessments embedded in Curriculum Maps	5/24/2017 quarterly
G2.MA1 M301519	Data analysis meetings on WOW Wednesdays	Olson, Allison	9/1/2016	DE Assessments and Formative Assessments embedded in Curriculum Maps	5/24/2017 every-6-weeks
G3.MA1 M301524	The lowest 25% in reading and math will be monitored for growth.	Olson, Allison	9/28/2016	Student Data-DRA, STAR, and DE	5/24/2017 quarterly
G2.B1.S1.MA1 M301515	Attend WOW Wednesday meetings and weekly grade level meetings	Olson, Allison	9/1/2016	DE Assessments and Writing Anchors	5/24/2017 every-6-weeks
G2.B1.S1.MA1 M301516	Data will be discussed at data discussions on WOW Wednesdays. Team planning using curricular...	Olson, Allison	9/1/2016	Data from writing assessments	5/24/2017 every-6-weeks
G2.B1.S1.A1 A297595	WOW Wednesdays are scheduled for each grade level every 6-7 weeks. During these meetings, teachers...	Olson, Allison	9/1/2016	Student data and Formative Assessments embedded in Curriculum Maps and writing anchors.	5/24/2017 every-6-weeks
G3.B2.S1.MA1 M301522	Teacher reflections on each WOW Wednesday	Olson, Allison	9/28/2016	Teacher reflections	5/24/2017 every-6-weeks
G3.B2.S1.MA1 M301523	Deliberate practice check-ins on WOW Wednesdays.	Olson, Allison	9/28/2016	iobservation, reflections	5/24/2017 every-6-weeks
G3.B2.S1.A1 A297598	Teachers will explore the Marzano resources for the high instructional strategy they have chosen as...	Olson, Allison	8/17/2016	Teachers' Deliberate Practice Plans	5/24/2017 every-6-weeks
G1.B1.S1.A1 A297593	After data analysis, RTI/TIDE groups will be adjusted to reflect student needs. Differentiation in...	Olson, Allison	9/1/2016	Student Data	5/26/2017 weekly

V. 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-5 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 the new writing 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 9/1/2016 to 5/24/2017

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 explore the Marzano resources for the high instructional strategy they have chosen as part of their deliberate practice and participate in WOW PD discussions to deepen their understanding.

Facilitator

Allison Olson, Natalie Gitto

Participants

All teachers

Schedule

Every 6 Weeks, from 8/17/2016 to 5/24/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	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 explore the Marzano resources for the high instructional strategy they have chosen as part of their deliberate practice and participate in WOW PD discussions to deepen their understanding.	\$0.00
Total:			\$0.00