St. Johns Elementary School

2016-17 Schoolwide Improvement Plan

St. Johns Elementary School

4463 BAINBRIDGE HWY, Quincy, FL 32352

http://www.gcps.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	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for St. Johns Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	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 Saint John Elementary School, our mission is to create an environment that provides challenging experiences with reading, mathematics, writing, science, and technology interspersed throughout the curriculum in order to accomplish our mission of building a brighter future.

b. Provide the school's vision statement.

Our vision at Saint John Elementary School is to empower students to become critical, creative thinkers who are destined for global success.

2. School Environment

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

Our school will implement the content required by Florida Statute 1003.42(2) and S.B. Policy 2210, at appropriate grade levels including but not limited to:

Our school will continue to celebrate Hispanic, African American, women, and Veteran contributions in a variety of ways including cultural expos. We will also provide cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts). We provide and demonstrate to faculty members simple strategies for gaining information about students' cultures. Emphasis are placed on identifying and engaging school community stakeholders (i.e. parents, students, administrators, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships.

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

At Saint John, we believe that school safety is paramount. We have taken an array of steps to ensure student safety on our campus. Each day, students are required to dress in specific uniform colors. This allows teachers and staff to readily identify intruders. In addition, staff members have picture ID tags that they are encouraged to wear daily. We also invested in the Raptor system which is a system that allows us to screen visitors before allowing them access to our campus. Signage are posted around the campus in English and Spanish regarding our parent and visitor expectations. Students are greeted each morning by school staff, Americorps members, and volunteers to ensure student safety. Staff members monitor the hallways and corridors throughout the school day. Emergency safety drills are performed sporadically throughout each month. Character education classes are offered to all of our students and anti-bullying lessons are shared. We have also commenced the implementation of a new school-wide strategy entitled Conscious Discipline.

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.

*Teachers are trained in effective classroom management strategies
*Teachers are trained how to differentiate instruction in order to meet the needs of all students.

Teachers will actively convey and review expectations for each learning activity.
*There is a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the behavior standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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.

*Student Study Team (SST) meets weekly to discuss students with barriers to academic and social success;
*Mentors (i.e. Americorps) are assigned daily to support students;
*Instruction through guidance department and various campus activities that address social/emotional needs of students;
*Connect students to agencies who have Cooperative Agreements for individual or group counseling (CCYS, Turn About, etc);
*Developed and implemented a comprehensive school counseling program (Student Development Plan) with dedicated time to:
(1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making),
(2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention),
(3) Evaluate the intervention and evolve (Evaluation).

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	9	5	3	5	6	0	0	0	0	0	0	0	0	28
One or more suspensions	0	0	2	1	3	5	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	15	14	4	0	0	0	0	0	0	0	33
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

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

2. Description

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.

Saint John Elementary School has built a strong alliance with our community and faith-based partners and collaborates in various ways. Volunteers and mentors support our school by serving as greeters, motivators, classroom teacher support and by providing our kids with school supplies, clothes, snacks, etc. We continue this alliance by providing our faith-based partners with first hand information and training's regarding educational and technological trends.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Stokes, Maurice	Principal
Dixon, Abbye	Assistant Principal
Rollinson, Latonya	Instructional Media
Dallas, Katherine	Teacher, ESE
	School Counselor

b. Duties

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

A member of administration (Principal or Assistant Principal) participates in the MTSS team meetings and provides valuable information about the allocation of resources, and monitors intervention fidelity. Administrators and lead teachers assist in monitoring intervention fidelity, providing teachers with appropriate interventions and conducting progress monitoring probes. School counselor and ESE teacher generally schedule MTSS team meetings, facilitate meetings, discuss student referrals with teachers, conduct observations of referred students, and monitor intervention fidelity. School Psychologists play a critical role in ensuring that all parties understand the MTSS process. In

addition, School Psychologists assist in facilitating meetings, analyzing data, suggesting appropriate interventions and monitoring intervention fidelity.

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 effectiveness of core intervention is assessed by analyzing student performance on measures such as the i-Ready as well as through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations. Within an MTSS framework, student data is entered into Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, state assessment scores, i-Ready data, and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing. The gap between the students' performance and that of their peers is also analyzed to determine the level of support that students require.

Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

Saint John Elementary School coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Every Title I parent receives required information, Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school. Parent dollars from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports. mobile resource unit

Saint John Elementary School's coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Saint John Elementary School coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete trainings, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL student needs are met though language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.

The Title X Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.

Supplemental Academic Instruction in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point averages, have behavioral issues, and/or have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are re-mediated, provided positive behavior support, provided interventions to allow them to catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing drop outs and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting.

Saint John Elementary School has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security cameras and fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

Saint John Elementary School participates in the early intervention programs through voluntary prekindergarten and HeadStart on full-day schedules working with very young students to raise basic skills so they are prepared to transition into Kindergarten ready for rigorous instruction and learning. Our school uses some of our Title I money to offer Title I blended preK programs providing a full day of preK for students with split funding from Title I. This allows us to provide even more resources for our preK students than the state funded early learning programs.

Funding from the School Improvement grant also supports a differentiated accountability team to provide additional support with professional development opportunities, classroom walkthroughs, teacher evaluations, data analysis, and progress monitoring at the school to meet the goals of the school improvement plan and the district improvement and assistance plan.

The AmeriCorp Gadsden Reads project works collaboratively with the school by providing assistance through AmeriCorps members as volunteers to assist with tutorials and interventions in classrooms during the regular school day. All members are trained in program implementation.

The AmeriCorp Vista volunteer partnership will provide regional parent volunteers to the school to assist with parent liaison services. They are supervised daily by the district Parent Resource Coordinator. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Maurice D. Stokes	Principal
Delores Fields	Education Support Employee
Queen Thomas	Parent
Gwen Forehand	Parent
Cynthia Hagins	Education Support Employee
Angela Canty	Business/Community
Cythia Kenon	Parent
Eva Yzaguirre	Parent
Katherine Dallas	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council met at the end of the 2015-2016 school year to discuss the goals and the projected outcomes. The SAC offered suggestions for the 2016-2017 school improvement plan and will review and advise as needed.

b. Development of this school improvement plan

The process utilized for writing this plan included collaboration efforts of representatives from the school level. School Advisory Council members were also invited to provide parental and/or community input for school improvement. The School Leadership Team analyzed, and distributed the student performance results from the Florida Standards Assessment and i-Ready diagnostics. After an in-depth study of the data, the School decided to continue utilizing the Florida Continuous Improvement Model (FCIM) and Florida Standards to achieve overall school improvement.

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

Th SAC will meet to develop and disseminate funds for students' needs, school incentives, and professional development.

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

School Improvement funds as allocated by the Gadsden County School District on behalf of the Florida Department of Education, were used for student incentives for behavior and academics. Funds were also used to support the school's Jr. Beta Club.

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
Rollinson, Latonya	Instructional Media
Dixon, Abbye	Assistant Principal
Dallas, Katherine	Teacher, ESE
Stokes, Maurice	Principal

b. Duties

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

The team will work to ensure that Journey's is fully implemented and that all instruction is align with the Florida Standards (Grades K-5). The Literacy Leadership Team will meet to review the most recent data and problem solve ways to meet the needs of students. The team will also spend time developing ways to provide enrichment to those students who are showing continual mastery.

D. Public and Collaborative Teaching

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

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

Saint John Elementary School supports positive working relationships between teachers by fostering support through professional learning communities, weekly data chats, support for beginning teachers, and common grade level planning periods. Teachers also benefit from vertical and horizontal articulation.

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

Saint John's administration utilizes the district's application tracking system to interview highly qualified staff. In addition, the administration provides incentives for high student achievement as a means of retaining highly qualified personnel through professional reading material, professional organization affiliations, etc. In addition, the administration continues to empower teachers in professional decision making. Administration will continue to assist teachers in becoming reading, ESE, and ESOL endorsed while encouraging teachers to participate in training's to increase skill and knowledge base.

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

New or fragile teachers are mentored by highly-certified and qualified teachers. The teacher is provided with ongoing peer observation, modeling, and mentoring. The mentoring include assisting the novice teacher with the development of effective lesson plans, classroom management, teacher ethics and guidance as it relates to professionalism.

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.

Saint John Elementary School uses district adopted mathematics and English/Language Arts instructional programs from a state adopted instructional material which are aligned with the LAFS and MAFS.

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.

Saint John Elementary School uses on-going progress monitoring to assess weekly skills covered through core instruction. Differentiated instruction is employed to address the needs of all students. Disaggregated data (including i-Ready data) is used to drive instruction and determines weekly intervention.

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: Extended School Day

Minutes added to school year: 30,600

St. John Elementary School offers a 21st Century CCLC after-school program to 2nd through 5th grade students.

Strategy Rationale

The purpose of the program is to provide students with additional support in mathematics, English/Language Arts, and science to increase proficiency.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Stokes, Maurice, stokesm@gcpsmail.com
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

District and school progress monitoring will continue to be used.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

There is one Pre-K class on campus funded by Title I and VPK.

Readiness:
Teachers and staff refer to individual students' Learning Accomplishment Profile (LAP-R) and the Pre-K Assessment System to determine students' readiness to go into kindergarten.

Transition:
Teachers and staff invite Pre-K parents out for a "Get Acquainted" session during the last month of school. They meet the Kindergarten teachers, discuss school and district policies concerning attendance, curriculum and discipline. They meet the principal and special area teachers as well. The last week of school the pre-K class divide students into the two kindergarten classes and attend lunch and special area classes with them. In addition, we gather informational materials pertaining to this transition from the district's Pre-K office and share them with parents. We work to evaluate the success of these efforts by monitoring these students during the early weeks of school through teacher documentation of student performance and adjustment.

Teacher Professional Development:
The Pre-K teacher is trained in conjunction with other teachers regarding the Florida Standards. She is expected to infuse some of the standards into the Pre-K curriculum to be used with students performing at or above grade level.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? 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. Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, students scoring at or above level 3 in English/Language Arts, mathematics, and science as measured by 2016-2017 state assessment will meet or exceed 60% as compared to other elementary schools with similar demographics in the state.

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. Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, students scoring at or above level 3 in English/Language Arts, mathematics, and science as measured by 2016-2017 state assessment will meet or exceed 60% as compared to other elementary schools with similar demographics in the state. `1a`

🔍 G086918

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	

Targeted Barriers to Achieving the Goal `3`

- The lack of effective instructional planning

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Professional development opportunities

- Supplemental materials

- Curriculum Framework

- CPalms

Plan to Monitor Progress Toward G1. `8`

Progress monitoring tools will show a positive trend

Person Responsible
Maurice Stokes

Schedule
Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion
Diagnostic, baseline, midterm, end of year, and weekly FCIM assessments

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. Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, students scoring at or above level 3 in English/Language Arts, mathematics, and science as measured by 2016-2017 state assessment will meet or exceed 60% as compared to other elementary schools with similar demographics in the state. `1`

🔑 G086918

G1.B1 The lack of effective instructional planning `2`

🔑 B231019

G1.B1.S1 Systematized weekly meetings `4`

🔑 S243756

Strategy Rationale

Data meeting are inconsistent for specific out comes

Action Step 1 `5`

Establish systematic grade group meeting to review and collaborate on STANDARDS. Develop a protocol for discussing the standards. Provide teachers with ELA, Math, and Science test design summary, item specifications, and content limits for grade level planning meetings. The administration will hold a high level of accountability for the implementation of the meeting discussions and planning.

Person Responsible

Maurice Stokes

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Protocol, school calendar, agenda, sign-in sheets

Action Step 2 `5`

Establish systematic grade group meeting to review and discuss DATA. Use a specific protocol for discussing data.

Person Responsible

Maurice Stokes

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Protocol, school calendar, agenda, sign-in sheets

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

Administration will attend data planning meeting and grade level planning meeting

Person Responsible

Abbye Dixon

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Meetings agenda, notes

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

We look to increase performance on progress monitoring data, (formative common assessments)

Person Responsible

Maurice Stokes

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Progress monitoring data

G1.B1.S2 Implement PD into practice 4

🔑 S243757

Strategy Rationale

Lack of follow through on PD implementation

> Action Step(s) Missing for Goal #1, Barrier #1, Strategy #2
> Complete one or more action steps for this Strategy or de-
> select it

G1.B1.S3 Peer to peer collaboration for implementation 4

🔑 S243758

Strategy Rationale

Increase the sharing of effective strategies

> Action Step(s) Missing for Goal #1, Barrier #1, Strategy #3
> Complete one or more action steps for this Strategy or de-
> select it

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.MA1 🔍 M327076	Progress monitoring tools will show a positive trend	Stokes, Maurice	8/15/2016	Diagnostic, baseline, midterm, end of year, and weekly FCIM assessments	5/31/2017 weekly
G1.B1.S1.MA1 🔍 M327074	We look to increase performance on progress monitoring data, (formative common assessments)	Stokes, Maurice	8/15/2016	Progress monitoring data	5/31/2017 monthly
G1.B1.S1.MA1 🔍 M327075	Administration will attend data planning meeting and grade level planning meeting	Dixon, Abbye	8/15/2016	Meetings agenda, notes	5/31/2017 weekly
G1.B1.S1.A1 🔍 A315415	Establish systematic grade group meeting to review and collaborate on STANDARDS. Develop a protocol...	Stokes, Maurice	8/15/2016	Protocol, school calendar, agenda, sign-in sheets	5/31/2017 weekly
G1.B1.S1.A2 🔍 A315416	Establish systematic grade group meeting to review and discuss DATA. Use a specific protocol for...	Stokes, Maurice	8/15/2016	Protocol, school calendar, agenda, sign-in sheets	5/31/2017 weekly

V. Professional Development Opportunities

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

G1. Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, students scoring at or above level 3 in English/Language Arts, mathematics, and science as measured by 2016-2017 state assessment will meet or exceed 60% as compared to other elementary schools with similar demographics in the state.

G1.B1 The lack of effective instructional planning

G1.B1.S1 Systematized weekly meetings

PD Opportunity 1

Establish systematic grade group meeting to review and collaborate on STANDARDS. Develop a protocol for discussing the standards. Provide teachers with ELA, Math, and Science test design summary, item specifications, and content limits for grade level planning meetings. The administration will hold a high level of accountability for the implementation of the meeting discussions and planning.

Facilitator

School administration/leadership team, DA Support, ETO, FSU College of Education

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 5/31/2017

PD Opportunity 2

Establish systematic grade group meeting to review and discuss DATA. Use a specific protocol for discussing data.

Facilitator

School administration/leadership team, DA Support, ETO

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 5/31/2017

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	**Establish systematic grade group meeting to review and collaborate on STANDARDS. Develop a protocol for discussing the standards. Provide teachers with ELA, Math, and Science test design summary, item specifications, and content limits for grade level planning meetings. The administration will hold a high level of accountability for the implementation of the meeting discussions and planning.**	**$0.00**
2	G1.B1.S1.A2	**Establish systematic grade group meeting to review and discuss DATA. Use a specific protocol for discussing data.**	**$0.00**
		Total:	**$0.00**