

St. Johns County School District

Julington Creek Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	17%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 9/25/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Julington Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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 and can also receive language enrichment experiences through after school organizations like Language Exploration Enrichment (L.E.E.). Students also demonstrate their cultural heritage through song and dance at an annual Variety Show. In Chorus and Band, students also perform a variety of world music selections.

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. A variety of before and after school clubs, including Tech Club, Art Club, Running Club, Jump Rope Club, and Girls on the Run, allow students to build strong relationships with teachers while at the same time pursuing individual interests.

The Extended Day Program at JCE offers an afternoon full of fun, developmental and social building activities. Various activities that students are encouraged to participate in offer a variety of life skills, social skills, character, and team building skills.

Students at JCE are active in community service projects such as food drives, Bag It Up clothing drives for Goodwill, fundraisers for Relay for Life, and supporting the St. Augustine Boys' Home.

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. All students are educated in bullying prevention through age appropriate lessons from the Guidance Counselor.

In the Extended Day Program, students are supervised and mentored by adults trained and certified in CPR and first aid. The top priority of the Extended Day Program is to ensure the safety and well-being of every student entrusted to their care.

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. As well, lessons in Character Counts are regularly interwoven into the curriculum.

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. When a student demonstrates a social/emotional need, the MITSS team convenes to identify interventions or supports needed. These may include a brief series of counseling sessions with the Guidance Counselor, or peer support groups led by the Guidance Counselor to address social/emotional concerns around grief, divorce, or feeling included within one's peer group. If a student is in need of more intensive or specialized supports and services, the appropriate school-based personnel will collaborate with professionals at the district level, including Behavior Therapists, Social Work or other Student Services personnel, or Mental Health Counselors.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

MTSS Core Team meets monthly to review data from our Early System which include: (1) Attendance below 90%, (2) One or more suspension, (3) Monitor all quarterly failing grades (4) Plan intervention

for students with FSA Level 1 or low deficiencies in Reading per iReady progress monitoring and DRA.

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	2	5	2	6	3	7	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	3	2	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	1	1	0	0	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	1	9	13	0	0	0	0	0	0	0	23

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	2	0	0	0	0	0	0	0	2

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

Students identified by EWS will be brought up to the MTSS team. Attendance interventions will include parent conferences and attendance contracts. Failing grades in Math and/or ELA interventions will include parent conferences, TIDE (academic intervention four times a week), and progress monitoring to measure growth. Level 1 in statewide assessment intervention include intervention through TIDE (four times a week) and attendance in a district sponsored summer reading program if the student is a 3rd grader. Suspension interventions will include parent conference, behavior observations to collect data, and implementation of behavior strategies recommended by our Behavior Specialist.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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. The PTO organizes a variety of family activities throughout the year to encourage connection to the JCE community, including Bingo Night, Winter Wonderland, Family Fun Day, and support of Literacy Night. Our new

family liaison meets with new families to tour the school and share JCE's vision and mission. Teachers hold Curriculum Nights to inform parents of classroom expectations as well as our vision and mission. Teachers conference with parents throughout the school year providing positive feedback and recommendations for continuous student growth in academics and character.

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, rewards for academic achievement, etc. Families are encouraged to support these local businesses, and in return business partners are highlighted at school-wide events that many families attend. Community members also volunteer their time to read with students, help with projects and assist in classrooms.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Murphy, Jeanette	Principal
Sparks, Jennifer	Assistant Principal
Foster, Susan	SAC Member
Motley, Tina	Instructional Coach
Milite, Ruth	School Counselor
Jarriel, Becky	Teacher, ESE
Adams, Angela	Teacher, K-12
Foster, Valerie	Teacher, K-12
Ragusa, Cathy	Teacher, K-12
Morris, Leslie	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
Lindy Birkelbach	Parent
Natalie Densmore	Parent
Cathy Apolinario	Teacher
Susan Foster	Teacher
Jose Moreno	Education Support Employee
Jeanette Murphy	Principal
Becky Jarriel	Teacher
Kerry Conover	Parent
Tee'ha Carroll	Parent
Kathy Gilmore	Business/Community
Robrina McCoy	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

As a team, SAC reviews last year's school improvement plan and evaluates 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
McAnarney, Linda	Teacher, K-12
Murphy, Jeanette	Principal
Sparks, Jennifer	Assistant Principal
Kiernicki, Megan	Teacher, K-12
Jones, Ingrid	Teacher, K-12
Gittings, Bethany	Teacher, K-12
O'Mahoney, Rosina	Teacher, K-12
Graham, Suzanne	Teacher, K-12
Spano, Renee	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 a literacy room for PD materials/leveled library, develop reading motivators/rewards and Summer Reading Support.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 PLC to develop skills and strategies for classroom instruction by collaborating and learning from one another. Time is also spent developing common assessments and analysis. Teachers take part in district training 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.

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 teacher mentor. Mentoring teams are lead by two teachers who organize monthly activities including PD for new teachers.

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 provides 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 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 programs 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 twice 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 iReady, DRA, common assessments, 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, intervention, 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

Murphy, Jeanette, jeanette.murphy@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. iReady, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 Watch us Grow 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 and tours 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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students who performed in the lowest quartile on the 2017 Math FSA (grades 3-4) or Fall 2017 iReady Math assessment (K-5) will demonstrate gains in proficiency on the 2018 Math FSA (grades 4-5) or Spring 2018 iReady Math assessment (K-3).
- G2.** Students who performed in the lowest quartile on the 2017 Reading FSA (grades 3-4) or Fall 2017 iReady Reading assessment (K-5) will demonstrate gains in proficiency on the 2018 Reading FSA (grades 4-5) or Spring 2018 iReady Reading assessment (K-3).
- G3.** Increase understanding of science big ideas in grades K-5, and increase proficiency to 85% in grade 5 as evidenced by performance on the Florida Science Assessment

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 2017 Math FSA (grades 3-4) or Fall 2017 iReady Math assessment (K-5) will demonstrate gains in proficiency on the 2018 Math FSA (grades 4-5) or Spring 2018 iReady Math assessment (K-3). 1a

G096449

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal 3

- Time

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Progress Monitoring Data such as iReady & Common Assessment data will be collected.

Person Responsible

Jeanette Murphy

Schedule

Monthly, from 8/21/2017 to 5/21/2018

Evidence of Completion

Data will be collected and discussed in PLC meetings to adjust instruction and interventions.

G2. Students who performed in the lowest quartile on the 2017 Reading FSA (grades 3-4) or Fall 2017 iReady Reading assessment (K-5) will demonstrate gains in proficiency on the 2018 Reading FSA (grades 4-5) or Spring 2018 iReady Reading assessment (K-3). 1a

G096450

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal 3

- Time

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLCs - Professional Learning Communities
- Data Chats
- TIDE (Targeted Instruction Diagnostic Enrichment)
- District provided professional development and inservice
- Making Meaning instructional resource

Plan to Monitor Progress Toward G2. 8

Progress Monitoring data such as iReady and Common Assessment data will be reviewed.

Person Responsible

Jeanette Murphy

Schedule

On 5/21/2018

Evidence of Completion

Data from targeted assessments will be collected and reviewed in PLCs to adjust instruction and intervention.

G3. Increase understanding of science big ideas in grades K-5, and increase proficiency to 85% in grade 5 as evidenced by performance on the Florida Science Assessment **1a**

 G096451

Targets Supported **1b**

Indicator	Annual Target
Statewide Science Assessment Achievement	85.0

Targeted Barriers to Achieving the Goal **3**

- Teacher training

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

- School-based Science Lab
- PLC & Data Chats
- Common Assessments

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

Data from common assessments will be reviewed.

Person Responsible

Jeanette Murphy

Schedule

Monthly, from 9/5/2017 to 5/21/2018

Evidence of Completion

Data from science common assessments will be discussed in PLC meetings to adjust instruction and intervention.

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 2017 Math FSA (grades 3-4) or Fall 2017 iReady Math assessment (K-5) will demonstrate gains in proficiency on the 2018 Math FSA (grades 4-5) or Spring 2018 iReady Math assessment (K-3). **1**

 **G096449**

G1.B1 Time **2**

 **B259532**

G1.B1.S1 Professional Learning Communities: During these meetings, teachers will engage in data analysis, lesson planning, professional development, and curriculum alignment in a collaborative environment. **4**

 **S274877**

Strategy Rationale

specific time for data discussions

Action Step 1 **5**

Specific student needs and strengths will be identified by data analysis during the PLC. Teachers will identify target instruction groups and specific resources to provide intervention

Person Responsible

Jeanette Murphy

Schedule

Biweekly, from 9/5/2017 to 5/24/2018

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

Jeanette Murphy

Schedule

Biweekly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Notes in administrations' One Note Notebook.

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

Attend grade-level PLCs

Person Responsible

Jeanette Murphy

Schedule

Biweekly, from 9/5/2017 to 5/24/2018

Evidence of Completion

iReady assessment data, grad-level common assessment data, MFAS tasks

G2. Students who performed in the lowest quartile on the 2017 Reading FSA (grades 3-4) or Fall 2017 iReady Reading assessment (K-5) will demonstrate gains in proficiency on the 2018 Reading FSA (grades 4-5) or Spring 2018 iReady Reading assessment (K-3). 1

G096450

G2.B1 Time 2

B259533

G2.B1.S1 Professional Learning Communities. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment. 4

S274879

Strategy Rationale

specific time for data discussions

Action Step 1 5

Specific student needs and strengths will be identified by data analysis during the PLC. Teachers will identify target instruction groups and specific resources to provide intervention.

Person Responsible

Jeanette Murphy

Schedule

Biweekly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Student Data

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

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

Person Responsible

Jeanette Murphy

Schedule

Biweekly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Notes in administrations' One Note Notebook

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

Attend grade-level PLCs.

Person Responsible

Jeanette Murphy

Schedule

Biweekly, from 9/5/2017 to 5/24/2018

Evidence of Completion

iReady assessment data, grade-level common assessment data

G3. Increase understanding of science big ideas in grades K-5, and increase proficiency to 85% in grade 5 as evidenced by performance on the Florida Science Assessment 1

 G096451

G3.B1 Teacher training 2

 B259534

G3.B1.S1 PLCs to allow opportunities for common planning to explore and develop strategies for implementation of resources provided on the district curriculum map. 4

 S274881

Strategy Rationale

Teachers need time to process and discuss the information presented and develop implementation plans including steps for differentiation and small group instruction.

Action Step 1 5

Specific student needs and strengths will be identified by data analysis of common grade level assessments during the PLC. Teachers will identify target skills within each big idea and specific resources to provide instruction.

Person Responsible

Jeanette Murphy

Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Teachers' Deliberate Practice Plans

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

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

Person Responsible

Jeanette Murphy

Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Notes in administrations' One Note Notebook

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

Attend grade-level PLCs.

Person Responsible

Jeanette Murphy













Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Grade-level common assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M396919	Progress Motioning Data such as iReady & Common Assessment data will be collected.	Murphy, Jeanette	8/21/2017	Data will be collected and discussed in PLC meetings to adjust intruction and interventions.	5/21/2018 monthly
G2.MA1  M396923	Progress Monitoring data such as iReady and Common Assessment data will be reviewed.	Murphy, Jeanette	8/21/2017	Data from targeted assessments will be collected and reviewed in PLCs to adjust instruction and intervention.	5/21/2018 one-time
G3.MA1  M396926	Data from common assessments will be reviewed.	Murphy, Jeanette	9/5/2017	Data from science common assessments will be discussed in PLC meetings to adjust instruction and intervention.	5/21/2018 monthly
G1.B1.S1.MA1  M396915	Attend grade-level PLCs	Murphy, Jeanette	9/5/2017	iReady assessment data, grad-level common assessment data, MFAS tasks	5/24/2018 biweekly
G1.B1.S1.MA1  M396916	Administration will be meeting with grade level teams to review data.	Murphy, Jeanette	9/5/2017	Notes in administrations' One Note Notebook.	5/24/2018 biweekly
G1.B1.S1.A1  A369021	Specific student needs and strengths will be identified by data analysis during the PLC. Teachers...	Murphy, Jeanette	9/5/2017	Student Data	5/24/2018 biweekly
G2.B1.S1.MA1  M396920	Attend grade-level PLCs.	Murphy, Jeanette	9/5/2017	iReady assessment data, grade-level common assessment data	5/24/2018 biweekly
G2.B1.S1.MA1  M396921	Administration will be meeting with grade level teams to review data.	Murphy, Jeanette	9/5/2017	Notes in administrations' One Note Notebook	5/24/2018 biweekly
G2.B1.S1.A1  A369023	Specific student needs and strengths will be identified by data analysis during the PLC. Teachers...	Murphy, Jeanette	9/5/2017	Student Data	5/24/2018 biweekly
G3.B1.S1.MA1  M396924	Attend grade-level PLCs.	Murphy, Jeanette	9/5/2017	Grade-level common assessment data	5/24/2018 monthly
G3.B1.S1.MA1  M396925	Administration will be meeting with grade level teams to review data.	Murphy, Jeanette	9/5/2017	Notes in administrations' One Note Notebook	5/24/2018 monthly
G3.B1.S1.A1  A369025	Specific student needs and strengths will be identified by data analysis of common grade level...	Murphy, Jeanette	9/5/2017	Teachers' Deliberate Practice Plans	5/24/2018 monthly

V. Professional Development Opportunities

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

G1. Students who performed in the lowest quartile on the 2017 Math FSA (grades 3-4) or Fall 2017 iReady Math assessment (K-5) will demonstrate gains in proficiency on the 2018 Math FSA (grades 4-5) or Spring 2018 iReady Math assessment (K-3).

G1.B1 Time

G1.B1.S1 Professional Learning Communities: During these meetings, teachers will engage in data analysis, lesson planning, professional development, and curriculum alignment in a collaborative environment.

PD Opportunity 1

Specific student needs and strengths will be identified by data analysis during the PLC. Teachers will identify target instruction groups and specific resources to provide intervention

Facilitator

Administration or JCE Representative

Participants

Classroom Teachers

Schedule

Biweekly, from 9/5/2017 to 5/24/2018

G2. Students who performed in the lowest quartile on the 2017 Reading FSA (grades 3-4) or Fall 2017 iReady Reading assessment (K-5) will demonstrate gains in proficiency on the 2018 Reading FSA (grades 4-5) or Spring 2018 iReady Reading assessment (K-3).

G2.B1 Time

G2.B1.S1 Professional Learning Communities. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment.

PD Opportunity 1

Specific student needs and strengths will be identified by data analysis during the PLC. Teachers will identify target instruction groups and specific resources to provide intervention.

Facilitator

Administration and JCE Representative

Participants

Classroom Teachers

Schedule

Biweekly, from 9/5/2017 to 5/24/2018

G3. Increase understanding of science big ideas in grades K-5, and increase proficiency to 85% in grade 5 as evidenced by performance on the Florida Science Assessment

G3.B1 Teacher training

G3.B1.S1 PLCs to allow opportunities for common planning to explore and develop strategies for implementation of resources provided on the district curriculum map.

PD Opportunity 1

Specific student needs and strengths will be identified by data analysis of common grade level assessments during the PLC. Teachers will identify target skills within each big idea and specific resources to provide instruction.

Facilitator

Jeanette Murphy, Jennifer Sparks

Participants

All teachers

Schedule

Monthly, from 9/5/2017 to 5/24/2018

VII. Budget

1	G1.B1.S1.A1	Specific student needs and strengths will be identified by data analysis during the PLC. Teachers will identify target instruction groups and specific resources to provide intervention	\$0.00
2	G2.B1.S1.A1	Specific student needs and strengths will be identified by data analysis during the PLC. Teachers will identify target instruction groups and specific resources to provide intervention.	\$0.00
3	G3.B1.S1.A1	Specific student needs and strengths will be identified by data analysis of common grade level assessments during the PLC. Teachers will identify target skills within each big idea and specific resources to provide instruction.	\$0.00
Total:			\$0.00