Otis A. Mason Elementary School

2017-18 Schoolwide Improvement Plan

Otis A. Mason Elementary School

207 MASON MANATEE WAY, St Augustine, FL 32086

www-mes.stjohns.k12.fl.us

School Demographics

School Type 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	Yes	54%

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	2016-17	2015-16	2014-15	2013-14
Grade	B	C	A*	B

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 <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **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:

- <u>Implementing</u> - 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 Otis A. Mason Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <u>Cassandra Brusca</u>	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Mason Elementary, we believe student success is fostered by a continuous commitment to improvement, which ensures well-rounded and motivated learners. We do this by maintaining a safe and dynamic learning environment, promoting high expectations for all students, nurturing determination, developing personal relationships, and involving our community.

b. Provide the school's vision statement.

The "Mason Way" is one that nurtures a passion in every child for personal success, good character, and a desire to learn, explore, and better themselves as they grow to be responsible members of our community.

2. School Environment

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

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

Teachers and support staff attend workshops (school, county and state based: including AVID 3 day summer institute) which include opportunities for learning about culturally relevant teaching.

Mason stakeholders communicate awareness of student culture by respecting family traditions, utilizing culturally relevant literature and resources during instruction, and being sensitive to holidays, traditions, and expectations. Family events, PTO affairs, Book fairs, and field trips are available to continue to build cultural awareness and relationships.

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

Through continual awareness and learning, all stakeholders gain a better understanding of our students and families. Family events, PTO, book fair, field trips are available to continue to build cultural awareness and relationships.

The morning message broadcast on the news and discussed in class through written and oral discussion. This message focuses on decision making, self monitoring, and encouraging students to make good choices each day.

Clear and consistent school rules and expectations have been established that encourage students to be their "BEST" (Be Respectful, Engaged, Safe, Trustworthy). These rules and expectations are for all of the public spaces at Mason.

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.

Clear and consistent school rules and expectations have been established that encourage students to be their "BEST" (Be Respectful, Engaged, Safe, Trustworthy). These rules and expectations are for all of the public spaces at Mason.

All teachers follow a school wide online discipline referral system and are expected to teach and reinforce appropriate behaviors. We developed a behavior matrix that is used by the administrative team to ensure that consequences are delivered in a fair and consistent manner.

All teachers are taught procedures and how to utilize the MTSS behavior and academic support system when necessary.

Manatee dollars and manatee mall are a school wide rewards program that focuses on positive behavior. Positive Behavior Referrals may also be submitted to the office when students exhibit outstanding or improved behavior. The positive behavior incentive program has been implemented 16-17 school year to support the B.E.S.T positive character development program. This is included with a positive behavior incentive program in the cafeteria and school wide.

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.

Otis A. Mason has a core team for the RtI/Mtss process. Behavior and academic needs are addressed.
The school has a guidance counselor that meets with groups and also coordinates the school mentoring program. As a result of this program, Mason has many mentors that meet with individual students.
The school has a School Psychologist that also meets with student groups with a focus on social and emotional goals.
Otis Mason believes that all students deserve a school that is safe, secure, and free from bullying and harassment of any kind. Mason follows the school district's adopted comprehensive policy that prohibits bullying and harassment.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Early warning systems reports are available in eSchoolPlus which help to identify students who have: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension, One or more suspensions, whether in school or out of school, Course failure in English Language Arts or mathematics during any grading period, A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

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	13	10	1	12	5	10	0	0	0	0	0	0	0	51
One or more suspensions	0	0	3	1	1	3	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	4	12	25	0	0	0	0	0	0	0	41

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	1	2	3	0	0	0	0	0	0	0	6

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

Students who are identified by the early warning system will be brought to the MTSS/RtI team to problem solve and intervene to improve academic performance. Students will be progress monitored every 6-8 weeks by the MTSS/RtI team. Depending on the need, some students will work with the School Counselor or School Behavior Interventionist as well in order to intervene for discipline or attendance. The school will work with the parents/guardians to make sure there is clear communication on how the school is helping to improve academic performance at school.

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?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/ 412910.

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

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.

Otis A Mason Elementary builds and sustains partnerships with many local community organizations to support our school and community.Our school wide initiatives include a partnership with The Good News Club, Goodwill Organization and other non-profit groups. Catholic Charities has partnered with Mason to provide weekly Blessings In A Backpack, clothing and personal hygiene products,as well as sponsorship of families at Thanksgiving, Christmas, and Spring Break. We serve approximately 50 families through

this partnership.The Fire and Police Departments partner with Mason to provide for families during the holiday season. Betty Griffin House has teamed with Mason to support victims of domestic violence by conducting a school wide drive to collect items of need to provide to the shelter. We also partner with our feeder High School to support AVID and other career development school initiatives. Community partnerships support the Heart Association and Cancer Association which also link our learning standards and character education curriculum to these student led fund raising initiatives.The Manatee Mall is aligned with our district wide initiative of "Character Counts Program". Other partnerships include Flagler College (COMPEL Program) providing support for our ELL students and our support to Higher Education Teacher Training Programs, accepting interns and student teachers. Otis A. Mason has an active, involved PTO that utilizes resources from local businesses and community members throughout our district. The PTO regularly schedules family events, educational parent programs, that support our Manatee Stakeholders.

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
Pillay, Nigel	Principal
Redmon, Angela	Other
Lee, Saponda	School Counselor
Gitto, Natalie	Assistant Principal
Rawlins, Heather	Instructional Coach
Patronska, Inez	Administrative Support

b. Duties

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

Describe Roles and Responsibilities:
Members of the team represent their grade level and/or department. Their role is to act as a liaision to communicate and share information from their respective grade levels to the Leadership team. In turn, the representative takes the information and decisions made by the team back to their colleagues.
How they Serve as Instructional Leaders:
Each of our members on the team are teacher leaders. They represent their team at the district cadre meetings and they assist in communicating information from those meetings. They facilitate grade level meetings and they work with their team to reach consensus on grade level decisions.
Shared Decision Making:
When decisions are to be made, the team will gather information and share view points at the regularly scheduled monthly meetings. View points shared by each leader reflect their colleagues they represent. Input will be respected by all members and dialogue regarding decision making will be held in a most considerate manner with a focus in overall school improvement.
Attempts will be made to get unanimous agreement, however, when this is not possible, the team will collaborate to reach consensus.

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 MTSS/Rti program revolves around 3 tiers:
Tier 1 is the core universal instruction/behavioral expectations and supports designed for all students in all settings.
• Tier 2 is the targeted supplemental interventions and supports that some students receive in addition to and aligned with the core academic and behavior curriculum and instruction.
• Tier 3 is the intensive individualized interventions and supports few students receive in addition to and aligned with the core academic and behavior curriculum and instruction.
The data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about instruction and interventions.

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

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted during school, through after-school programs and/or summer school. Parental Involvement is critical to the success of our Title I program. Jointly developed, our school distributes a school parental involvement policy to all families. Parents, teachers and students sign our compact that focuses on shared responsibility for student achievement. These and other aspects of our Title I program are explained at our grade level Annual Title I Curriculum Nights.

Title I, Part C- Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II funds support the delivery of Professional Development for the 2016-2017 school year.

Title III services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title IX - The Title IX District Homeless Liaison provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Students identified as homeless can be provided bus transportation which allows them to stay at the same school regardless of the location of their current residence. This provides structure and continuity for our children.

Supplemental Academic Instruction (SAI): SAI funds awarded to Otis A. Mason Elementary School will be used to pay for an intervention coordinator and remedial/intervention materials for students in need of supplemental instruction based on assessment and progress monitoring. It will also provide funding for substitute teachers. The intervention coordinator will support students and teachers by helping to analyze data and provide supports in a variety of areas including behavior and academics that will be used to identify services and interventions for students according to academic or behavioral needs. Progress monitoring instruments including DFAs, DE, teacher made probes, referrals and classroom interventions/plans will be used to monitor students' academic and behavior progress. Students will be measured quarterly or more often if necessary. Substitutes will allow teachers to participate in MTSS meetings to develop plans to support struggling students and allow teachers to receive additional training for intervention programs/resources. Supplemental materials will be purchased to support student learning. Based on the additional support, we expect our students' scores to reflect learning gains and proficiency scores in line with school, state and district

targets and a significant decrease in ODR and OSS.

Early Childhood: Otis A. Mason has 2 VPK classes with 40 VPK students. Additionally, there is a blended model with 5 VPK students and 11 ESE students. Most students will continue their education at Otis Mason.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Nigel Pillay	Principal
Hannah Barlett	Teacher
Torei Austin	Teacher
Wanda English	Teacher
Mary Kobryn	Education Support Employee
Jessica Harris	Parent
Lina L. Feaster	Parent
Kim McManus	Parent
LaShonda Porter	Parent
Catrena Mitchell	Parent
Cindy Blevins	Parent
Ana Williams	Parent
Anna Sabate	Teacher
Jordyn Varughese	Teacher
Laura Strauss	Teacher
Virginia Jones	Teacher
Kristen Lins	Parent
Juliea Orellana	Parent
Nicole Jenrow	Parent
Shannon Yu	Parent
Chastity Pitre	Parent
Michele Handley	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the May 2017 SAC Meetings the SAC team evaluated our areas of strengths and weaknesses and offered input on ways to achieve our goals. During the September - 2017 School Advisory Council (SAC) meeting the Principal will present last years SIP and the results for the committee to review and evaluate the school's progress.

b. Development of this school improvement plan

The council met at the end of the 2016-17 school year to give input to the upcoming SIP. Student Performance data was reviewed and discussed and each member expressed their ideas and suggestions at the April and May 2017 SAC meeting.

The upcoming plan will be shared with the Council at the September 2017 meeting to gain further input as well as provide any additional information our council may need to understand our SAC plan.

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

The SAC team was presented a draft of the school's budget and plan during the spring of 2017. The Council
provided input on the two documents.

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

School Improvement funds were allocated on a case by case basis. All funds requests were presented at a scheduled SAC meeting. The party receiving funds was responsible for presenting the outcome of their activity required to collaborate and share with the appropriate audience based on the training received. This same process will be implemented this school year with a focus on feedback and accountability. Funds will be used primarily for training for instructional staff.

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
Rawlins, Heather	Instructional Coach
Pillay, Nigel	Principal
Gitto, Natalie	Assistant Principal

b. Duties

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

The LLT will focus on the following during the 2017-18 school year:
~ Implementing district curriculum maps
~ Monitoring Progress Monitoring results from i-Ready and DRA
~ Monitoring student learning gains in Math and Reading with special focus on the lowest 25% and lowest subgroups to assure they are making adequate learning gains
~ Provides training on Balanced Literacy Framework (BLF)
~ Models elements of BLF and small group instruction (i.e. mini lessons, guided reading, centers, etc.)

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.

Otis A Mason provides a variety of opportunities to support a positive school culture for our teachers and staff. These times include two monthly faculty meetings that facilitate teacher activities to share personal and professional stories about themselves and student successes. These faculty meeting also facilitate a collaborate structure to support teacher sharing of academic interventions and weekly common planning sessions. The district initiatives focus on "High Yield Instruction", Balanced Literacy", MFA's, "Being a Reader", "Being a Writing" and "Making Meaning". In addition to these monthly faculty meetings we also provide Teachers 2 times per month for school wide collaboration, workshops and learning. Teachers are also provided grade level collaborative planning time each day. We are starting the PLC process this year to ensure collaboration of teachers and shared responsibility for our student success. In addition, we have a "Sunshine Committee" that provides a variety of celebrations and support for our teachers and staff. PTO celebrates teachers by providing our annual "Welcome Back Breakfast and Teacher Appreciation Luncheon, plus small tokens of appreciation throughout the year.

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

Recruitment:
St. Johns County Schools has an extensive pool of applicants seeking employment through the SJCSD AppliTrack system. Applicants' are screened to be sure they meet the state certified status to work in a Title I School.The Human Resource Department in St. Johns County is responsible for assuring candidates meet or exceed qualifications for teaching positions.
Retention:
A new teacher cadre and mentor program is conducted to help new teachers become familiar with the AVID, curriculum maps and teaching structure of our school. In addition, a new teacher sharing session is held monthly with administration to assist new teachers with monthly related activities as well as school procedures and expectations. Each teacher is matched up with a mentor as well. Ongoing coaching is provided by ILC, and Administration as part of the EEE instructional evaluation program, and teacher professional growth.

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

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

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.

Otis A. Mason faculty utilizes data to drive instruction and curriculum planning. Teachers are charged to identify each student's area of need including ESE, ELL, previous retentions, MTSS Tier level, 504 plans at our pre-service faculty meeting. Teacher review this important data to develop an instructional plan to include differentiation strategies. Teachers are provided "pink and blue" cards that give previous years FSA, DRA level, iReady level. Class lists are developed with a purposeful planning to provide a balance of ability groupings to support a quality inclusion model of service. The ESE services are planned with grade level Teachers leading the formation of ELA and Math groups. Teachers at Mason also provide AVID strategies within their daily instruction and implement a balanced literacy framework that includes High Yield Instructional Strategies.

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: Summer Program

Minutes added to school year:

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

Strategy Rationale

Students are providing reteaching/intervention within small group instruction utilizing research based curriculum and instructional strategies. This instruction is designed to provide the necessary intervention to maintain and improve reading achievement and grade level expectations.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gitto, Natalie, natalie.gitto@stjohns.k12.fl.us

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

Student success is measured on standardized assessment tests in reading according to the Florida Standards Assessment (FSA). Additionally, data from progress monitoring tools such as iReady and classroom based assessment is used to determine the effectiveness of the strategy. The alternative assessment and portfolio assessments determine promotion for third grade students.

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, § 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.

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

A. Mason plans the 5th grade promotional ceremony at Gamble Rogers Middle School to support a smooth transition for the students and family to move to middle school.

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.

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

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

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

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement within the area of Mathematics, with a focus on student gains and lowest quartile gains.

G2.   To increase student achievement within the area of English Language Arts, with a focus on student learning gains and lowest quartile student learning gains.

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. To increase student achievement within the area of Mathematics, with a focus on student gains and lowest quartile gains. `1a`

🔍 G096565

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	75.0
Math Lowest 25% Gains	75.0

Targeted Barriers to Achieving the Goal `3`

- Teachers are in the mechanical use of analyzing and interpreting data to guide data-driven small group instruction.

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

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

Plan to Monitor Progress Toward G1. `8`

The percentage of students scoring at or above proficiency will be closely monitored. Additionally, lowest quartile students will be closely monitored.

Person Responsible

Natalie Gitto

Schedule

Quarterly, from 8/16/2017 to 5/18/2018

Evidence of Completion

The percentage of students scoring at or above proficiency on assessments will increase each testing cycle. Increase of scale score within the lowest quartile student population.

G2. To increase student achievement within the area of English Language Arts, with a focus on student learning gains and lowest quartile student learning gains. 1a

🔍 G096566

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
ELA/Reading Lowest 25% Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers are in the routine use stage of ELA curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Literacy Coach who supports teachers with modeling, resources, and training. Intervention Specialist who supports behavior, character education, testing, and data-based decision making. School based experts are available and used for training and support. CAST members and Center for the Collaborative Classroom representatives are available to support the implementation of new ELA curriculum. Representatives from Curriculum Associates are available for professional development and progress monitoring of iREADY data. Title I funding is used for materials, supplies, and personnel. A culture of student success and rigor has been built, Tier I expectations are rigorous, and AVID is followed with fidelity.

Plan to Monitor Progress Toward G2. 8

The percentage of students scoring at or above proficiency will be closely monitored. Additionally, lowest quartile students data will be closely monitored for increased achievement.

Person Responsible

Natalie Gitto

Schedule

Quarterly, from 8/16/2017 to 5/18/2018

Evidence of Completion

The percentage of students scoring at or above proficiency on assessments will increase each testing cycle. Lowest quartile students will increase scale score each testing cycle.

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

🔑 G096567

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

Targeted Barriers to Achieving the Goal `3`

- K-5 teachers need a more focused approach to planning and implementing a Science curriculum, daily.

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

- Instructional Literacy Coach who supports teachers with modeling, resources, and training. Intervention Specialist who supports behavior, character education, testing, and data based decision making. School based experts are available and used for training and support. District CAST member, Brian Morgan to support with standards and curriculum. DE streaming allows students an opportunity to further explore STEM and the world of Science. STEAM focused media center to engage students. Robotics after school club to engage students and promote science inquiry. Title I funding is used for materials, supplies, and personnel. A culture of student success and rigor has been built, Tier I expectations are rigorous, and AVID is followed with fidelity.

Plan to Monitor Progress Toward G3. `8`

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

Person Responsible
Natalie Gitto

Schedule
Quarterly, from 8/16/2017 to 5/18/2018

Evidence of Completion
The percentage of students scoring at or above proficiency on assessments will increase each summative assessment opportunity.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement within the area of Mathematics, with a focus on student gains and lowest quartile gains. 1

🔑 G096565

G1.B1 Teachers are in the mechanical use of analyzing and interpreting data to guide data-driven small group instruction. 2

🔑 B259782

G1.B1.S1 Instructional Literacy Coach will lead quarterly data chats to triangulate available diagnostic and formative data. 4

🔑 S275206

Strategy Rationale

Data chats will lead to identification of lowest quartile students; assisting teachers in grouping of students will increase purposeful, data-driven instruction.

Action Step 1 5

Math PD with a focus on curriculum, MFAs, Bell Work, and iREADY data.

Person Responsible

Natalie Gitto

Schedule

Quarterly, from 8/16/2017 to 5/18/2018

Evidence of Completion

Teacher participation within the offered PD as evidenced in the PD log and attendance log.

Action Step 2 5

Data Chats with a focus on iREADY data.

Person Responsible

Natalie Gitto

Schedule

Quarterly, from 8/16/2017 to 5/18/2018

Evidence of Completion

Teacher participation within the offered PD as evidenced in the PD log and attendance log.

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

Administration will carefully monitor data chats and PD.

Person Responsible

Nigel Pillay

Schedule

Quarterly, from 8/16/2017 to 5/18/2018

Evidence of Completion

PD calendar and data chat attendance logs.

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

Effectiveness will be monitored through diagnostic assessments and formative assessments.

Person Responsible

Natalie Gitto

Schedule

Quarterly, from 8/16/2017 to 5/18/2018

Evidence of Completion

Quarterly data obtained from iREADY and DE assessments.

G2. To increase student achievement within the area of English Language Arts, with a focus on student learning gains and lowest quartile student learning gains. 1

🔑 G096566

G2.B1 Teachers are in the routine use stage of ELA curriculum. 2

🔑 B259783

G2.B1.S1 Provide a variety of ongoing, focused professional development at varied times to support implementation of new curriculum. 4

🔑 S275207

Strategy Rationale

By providing training and support necessary for successful implementation of the new curriculum, teachers will be able to effectively increase purposeful instruction, and in turn increase student achievement.

Action Step 1 5

The Instructional Literacy Coach will partner with teacher experts, district specialists, and curriculum representatives to provide training and support in iREADY, Being a Reader, Making Meaning, and Being a Writer.

Person Responsible

Natalie Gitto

Schedule

Monthly, from 8/16/2017 to 5/18/2018

Evidence of Completion

Professional development schedule and attendance logs.

Action Step 2 5

Data Chats with a focus on iREADY data and progress monitoring.

Person Responsible

Natalie Gitto

Schedule

Quarterly, from 8/16/2017 to 5/18/2018

Evidence of Completion

Teacher participation within the offered PD as evidenced in the PD log and attendance log.

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

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

Person Responsible

Nigel Pillay

Schedule

Monthly, from 8/16/2017 to 5/18/2018

Evidence of Completion

Teacher participation within the offered PD as evidenced in the PD log and attendance log.

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

Monitor through ongoing walkthroughs and observations.

Person Responsible

Nigel Pillay

Schedule

Monthly, from 8/16/2017 to 5/18/2018

Evidence of Completion

iObservation

G3. To increase student achievement within the area of Science. [1]

🔑 G096567

G3.B1 K-5 teachers need a more focused approach to planning and implementing a Science curriculum, daily. [2]

🔑 B259784

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

🔑 S275208

Strategy Rationale

By providing the training and support necessary for successful implementation of K-5 science standards, teachers will be able to effectively increase science instruction, and in turn increase student achievement.

Action Step 1 [5]

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

Person Responsible

Natalie Gitto

Schedule

Monthly, from 8/16/2017 to 5/18/2018

Evidence of Completion

Teacher participation within the offered PD as evidenced in the PD log and attendance log. Student artifacts/evidence from science labs and assessments.

Action Step 2 [5]

Data Chats with a focus on teacher created common assessments and student work product.

Person Responsible

Natalie Gitto

Schedule

Monthly, from 8/16/2017 to 5/18/2018

Evidence of Completion

Teacher participation within the offered PD as evidenced in the PD log and attendance log.

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

Administration will carefully monitor and implementation of PD.

Person Responsible

Nigel Pillay

Schedule

Monthly, from 8/16/2017 to 5/18/2018

Evidence of Completion

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

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

Monitor through ongoing walkthroughs and observations.

Person Responsible

Natalie Gitto

Schedule

Monthly, from 8/16/2017 to 5/18/2018

Evidence of Completion

iObservation

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 🔑 M397685	The percentage of students scoring at or above proficiency will be closely monitored....	Gitto, Natalie	8/16/2017	The percentage of students scoring at or above proficiency on assessments will increase each testing cycle. Increase of scale score within the lowest quartile student population.	5/18/2018 quarterly
G2.MA1 🔑 M397688	The percentage of students scoring at or above proficiency will be closely monitored....	Gitto, Natalie	8/16/2017	The percentage of students scoring at or above proficiency on assessments will increase each testing cycle. Lowest quartile students will increase scale score each testing cycle.	5/18/2018 quarterly
G3.MA1 🔑 M397691	Increase in the number of students scoring at or above proficiency on science assessments.	Gitto, Natalie	8/16/2017	The percentage of students scoring at or above proficiency on assessments will increase each summative assessment opportunity.	5/18/2018 quarterly
G1.B1.S1.MA1 🔑 M397683	Effectiveness will be monitored through diagnostic assessments and formative assessments.	Gitto, Natalie	8/16/2017	Quarterly data obtained from iREADY and DE assessments.	5/18/2018 quarterly
G1.B1.S1.MA1 🔑 M397684	Administration will carefully monitor data chats and PD.	Pillay, Nigel	8/16/2017	PD calendar and data chat attendance logs.	5/18/2018 quarterly
G1.B1.S1.A1 🔑 A369402	Math PD with a focus on curriculum, MFAs, Bell Work, and iREADY data.	Gitto, Natalie	8/16/2017	Teacher participation within the offered PD as evidenced in the PD log and attendance log.	5/18/2018 quarterly
G1.B1.S1.A2 🔑 A369403	Data Chats with a focus on iREADY data.	Gitto, Natalie	8/16/2017	Teacher participation within the offered PD as evidenced in the PD log and attendance log.	5/18/2018 quarterly
G2.B1.S1.MA1 🔑 M397686	Monitor through ongoing walkthroughs and observations.	Pillay, Nigel	8/16/2017	iObservation	5/18/2018 monthly
G2.B1.S1.MA1 🔑 M397687	Administration will carefully monitor both the training and implementation of PD.	Pillay, Nigel	8/16/2017	Teacher participation within the offered PD as evidenced in the PD log and attendance log.	5/18/2018 monthly
G2.B1.S1.A1 🔑 A369404	The Instructional Literacy Coach will partner with teacher experts, district specialists, and...	Gitto, Natalie	8/16/2017	Professional development schedule and attendance logs.	5/18/2018 monthly
G2.B1.S1.A2 🔑 A369405	Data Chats with a focus on iREADY data and progress monitoring.	Gitto, Natalie	8/16/2017	Teacher participation within the offered PD as evidenced in the PD log and attendance log.	5/18/2018 quarterly
G3.B1.S1.MA1 🔑 M397689	Monitor through ongoing walkthroughs and observations.	Gitto, Natalie	8/16/2017	iObservation	5/18/2018 monthly
G3.B1.S1.MA1 🔑 M397690	Administration will carefully monitor and implementation of PD.	Pillay, Nigel	8/16/2017	Teacher participation within the ILC offered PD as evidenced in the PD log.	5/18/2018 monthly
G3.B1.S1.A1 🔑 A369406	The Instructional Literacy Coach will partner with teacher experts and district specialists to...	Gitto, Natalie	8/16/2017	Teacher participation within the offered PD as evidenced in the PD log and attendance log. Student artifacts/ evidence from science labs and assessments.	5/18/2018 monthly
G3.B1.S1.A2 🔑 A369407	Data Chats with a focus on teacher created common assessments and student work product.	Gitto, Natalie	8/16/2017	Teacher participation within the offered PD as evidenced in the PD log and attendance log.	5/18/2018 monthly

V. Professional Development Opportunities

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

G1. To increase student achievement within the area of Mathematics, with a focus on student gains and lowest quartile gains.

G1.B1 Teachers are in the mechanical use of analyzing and interpreting data to guide data-driven small group instruction.

G1.B1.S1 Instructional Literacy Coach will lead quarterly data chats to triangulate available diagnostic and formative data.

PD Opportunity 1

Math PD with a focus on curriculum, MFAs, Bell Work, and iREADY data.

Facilitator

Heather Rawlins, ILC in collaboration with Natalie Gitto, AP and Teacher Leader Mary Ziegenfuss

Participants

All instructional personnel.

Schedule

Quarterly, from 8/16/2017 to 5/18/2018

PD Opportunity 2

Data Chats with a focus on iREADY data.

Facilitator

Instructional Literacy Coach and Assistant Principal

Participants

All instructional personnel.

Schedule

Quarterly, from 8/16/2017 to 5/18/2018

G2. To increase student achievement within the area of English Language Arts, with a focus on student learning gains and lowest quartile student learning gains.

G2.B1 Teachers are in the routine use stage of ELA curriculum.

G2.B1.S1 Provide a variety of ongoing, focused professional development at varied times to support implementation of new curriculum.

PD Opportunity 1

The Instructional Literacy Coach will partner with teacher experts, district specialists, and curriculum representatives to provide training and support in iREADY, Being a Reader, Making Meaning, and Being a Writer.

Facilitator

ILC, district curriculum specialists, school based experts, and professional development representatives from Center of the Collaborative Classroom and iREADY.

Participants

All instructional personnel.

Schedule

Monthly, from 8/16/2017 to 5/18/2018

PD Opportunity 2

Data Chats with a focus on iREADY data and progress monitoring.

Facilitator

ILC

Participants

All instructional personnel.

Schedule

Quarterly, from 8/16/2017 to 5/18/2018

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

G3.B1 K-5 teachers need a more focused approach to planning and implementing a Science curriculum, daily.

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

PD Opportunity 1

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

Facilitator

ILC, school based experts, and district science curriculum specialist

Participants

All instructional staff

Schedule

Monthly, from 8/16/2017 to 5/18/2018

PD Opportunity 2

Data Chats with a focus on teacher created common assessments and student work product.

Facilitator

ILC

Participants

All instructional staff

Schedule

Monthly, from 8/16/2017 to 5/18/2018

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	Math PD with a focus on curriculum, MFAs, Bell Work, and iREADY data.				$10,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0361 - Otis A. Mason Elementary School	General Fund		$6,700.00
	5100	360-Rentals	0361 - Otis A. Mason Elementary School	Title I, Part A		$4,000.00
2	G1.B1.S1.A2	Data Chats with a focus on iREADY data.				$0.00
3	G2.B1.S1.A1	The Instructional Literacy Coach will partner with teacher experts, district specialists, and curriculum representatives to provide training and support in iREADY, Being a Reader, Making Meaning, and Being a Writer.				$23,118.20
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0361 - Otis A. Mason Elementary School	General Fund		$6,700.00
	5100	510-Supplies	0361 - Otis A. Mason Elementary School	General Fund		$12,418.20
	5100	360-Rentals	0361 - Otis A. Mason Elementary School	Title I, Part A		$4,000.00
4	G2.B1.S1.A2	Data Chats with a focus on iREADY data and progress monitoring.				$0.00
5	G3.B1.S1.A1	The Instructional Literacy Coach will partner with teacher experts and district specialists to provide training and support in science curriculum maps and science standards to increase teacher competence in the area of instruction.				$599.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0361 - Otis A. Mason Elementary School	School Improvement Funds		$599.00
6	G3.B1.S1.A2	Data Chats with a focus on teacher created common assessments and student work product.				$0.00
					Total:	$34,417.20