2013-2014 SCHOOL IMPROVEMENT PLAN

Julington Creek Elementary School
2316 RACE TRACK RD
Saint Johns, FL 32259
904-547-7980
http://www-jce.stjohns.k12.fl.us/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	11%

Alternative/ESE Center	Charter School	Minority Rate
No	No	21%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  ◦ Year 1 – declined to D, or first-time graded schools receiving a D
  ◦ Year 2 – second consecutive D, or F followed by a D
  ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  ◦ Year 1 – declined to F, or first-time graded schools receiving an F
  ◦ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Julington Creek Elem. School

Principal
Michael Story

School Advisory Council chair
Danielle Trubey

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Monique Keaton	Assistant Principal
Tina Motley	Instructional Literacy Coach

District-Level Information

District
St. Johns

Superintendent
Dr. Joseph G Joyner

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The JCE SAC is comprised of faculty, staff, parents, and community business partners. For the 2012-2013 school year there were 51% non-district employees on the committee and 15% minority (this is consistent with the makeup of the school and community). Members for the 2012-2013 year include: Michael Story (Principal), Danielle Trubey (Chair), Elizabeth Griffin (Co-Chair), Amy Grimm (Secretary), Jason Castillo (Treasurer), Susan Baker, Linda Piscatella, Theresa Crowe, Cathy Talbot, Cheryl Fields, Michelle Fitzgerald. Members are elected by their respective peer groups at the school in a fair and timely manner.

Involvement of the SAC in the development of the SIP

The SIP is written is by the SAC Chair and Co-Chair with input and guidance from the administrative team. The Chair and Co-Chair were also given the 2012-2013 data results to analyze, along-side the administrative team, and to include in the SIP.

Activities of the SAC for the upcoming school year

The committee's activities include holding monthly meetings to communicate the needs and concerns of the school. It also decides upon how the funds are disbursed to the academic teachers to help raise student achievement. The SIP consistently drives the decision making of our monthly meetings.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be used to help raise students' achievement as calculated by the FCAT. 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 CCSS and NGSSS.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Michael Story		
Principal	Years as Administrator: 13	Years at Current School: 8

Credentials	BS, MS Elementary Education and Administration
Performance Record	2011-2012 Julington Creek Elementary has been an "A" school for the last seven years. This past year JCE received 80 points for gains in reading, 85 points for a gains in math, 72 points for reading gains of our lowest 25 % and 70 for math gains of our lowest 25%. JCE school wide has 87% reading proficiency, 84% math proficiency, 92% writing proficiency and 81% science proficiency.

Monique Keaton		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	BS, MS Elementary/Gifted and Administration	
Performance Record	2011-2012 Julington Creek Elementary has been an "A" school for the last seven years. This past year JCE received 80 points for gains in reading, 85 points for a gains in math, 72 points for reading gains of our lowest 25 % and 70 for math gains of our lowest 25%. JCE school wide has 87% reading proficiency, 84% math proficiency, 92% writing proficiency and 81% science proficiency.	

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tina Motley		
Full-time / School-based	Years as Coach: 4	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	MEd Early Childhood, Reading Endorsement, ESE Endorsement	
Performance Record	2011-2012 Julington Creek Elementary has been an "A" school for the last seven years. This past year JCE received 80 points for gains in reading, 85 points for a gains in math, 72 points for reading gains of our lowest 25 % and 70 for math gains of our lowest 25%. JCE school wide has 87% reading proficiency, 84% math proficiency, 92% writing proficiency and 81% science proficiency.	

Classroom Teachers

# of classroom teachers

70

 # receiving effective rating or higher

70, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

69, 99%

 # ESOL endorsed
53, 76%

 # reading endorsed
4, 6%

 # with advanced degrees
27, 39%

 # National Board Certified
4, 6%

 # first-year teachers
3, 4%

 # with 1-5 years of experience
5, 7%

 # with 6-14 years of experience
29, 41%

 # with 15 or more years of experience
33, 47%

Education Paraprofessionals

# of paraprofessionals
11

 # Highly Qualified
11, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The hiring committee uses the assistance of the SJCSD PATS program to help determine those who meet NCLB's highly qualified requirements. Once those individuals have been identified, they are then brought in to meet with the hiring committee.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will be given time to observe the mentee. Time is given for feedback, coaching, and planning.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Leadership Team will focus meetings around one question: "How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?" The team meets once a week to engage in the following activities: Review universal screening data and links to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, or are at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS Leadership Team designated a working group, including the Assistant Principal and the Instructional Literacy Coach, to represent the team in development and implementation of the school improvement plan as it pertains to MTSS. This working group provides data on MTSS Tier procedures and goals as well as input regarding academic and behavioral areas that need to be addressed.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data
Reading and Math - Florida Comprehensive Assessment Test (FCAT)
Reading, Math, Science - Discovery Education
Reading and Math - iReady
Writing – Writing prompts
Behavior – Daily behavior charts, ABC data
Midyear Data
Reading, Math, Science - Discovery Education
Writing – Writing prompts
Behavior – Daily behavior charts, ABC data
End of Year Data
Reading and Math - Florida Comprehensive Assessment Test (FCAT)
Reading, Math, Science - Discovery Education
Reading and Math - iReady
Writing – Writing prompts
Behavior – Daily behavior charts, ABC data

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school based Leadership Team received training on MTSS. Our team will receive additional monthly virtual meetings and face-to-face meetings monthly. Continuous professional development on MTSS will be conducted for the staff during the 2013-2014 school year.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Monique Keaton	Assistant Principal/CRC
Ruth Milite	Guidance Counselor/MTSS Facilitator
Tina Motley	ILC
Valerie Ware	School Psychologist
Linda Grimes	Behavioral Specialist
Cindy O'Connor	Speech Pathologist
Cathy Ragusa	Time Keeper
Noreen Carson	
Jennifer Carlton	
Dotti Kirby	
Neeti Gregg	
MaryAnn Dunn	
Mrs. David	
Susan Foster	
Susan Simmons	
Tracey Lyons	Note Taker
Linda McAnarney	

How the school-based LLT functions

All team members are members of the core team, attend core meetings, and attend RtI meetings with the teachers. They also help develop Tier II and Tier III academic and behavior plans, develop agenda for MTSS meetings, and are responsible for gathering attendance data and behavior data. They graph student's progress monitoring data, participate in gap analysis, and make the MTSS team aware of health and medical conditions that may impact learning. They are also responsible for updates RtI data and notes into the digital RtI database and provides training to staff on RtI procedures, progress monitoring and related interventions.

Major initiatives of the LLT

Hands on literacy approach, monthly literacy events/topics to begin iin 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 & Spring STEMS or Literacy Night during Literacy Week in January), liaison w/ media to support school literacy, create AR school guidelines, create a literacy room for PD materials/leveled library, and LEAP Support.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Each teacher is required to review data from various sources of student assessments and review strategies with administrators for ongoing reading instruction.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

A few strategies JCE uses to assist preschool children in the transition to elementary school are: tours for the local daycare and pre-schools, kindergarten orientation, and a Tissues and Tea celebration at the end of the first week of school.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	85%	No	90%
American Indian				
Asian	100%	82%	No	100%
Black/African American	71%	71%	Yes	74%
Hispanic	85%	83%	No	87%
White	89%	86%	No	90%
English language learners		25%		
Students with disabilities	62%	59%	No	66%
Economically disadvantaged	80%	73%	No	82%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	118	21%	25%
Students scoring at or above Achievement Level 4	363	64%	68%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	277	78%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	39	71%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		82%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		52%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		32%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	144	71%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	86%	84%	No	87%
American Indian				
Asian	100%	88%	No	100%
Black/African American	71%	71%	Yes	74%
Hispanic	85%	78%	No	87%
White	86%	85%	No	87%
English language learners		25%		
Students with disabilities	66%	48%	No	69%
Economically disadvantaged	80%	68%	No	82%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	183	32%	35%
Students scoring at or above Achievement Level 4	290	51%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	285	80%	83%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	52	82%	85%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	25%	28%
Students scoring at or above Achievement Level 4	90	49%	52%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		10
Participation in STEM-related experiences provided for students	600	60%	65%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	83	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	15	2%	1%
Students who are not proficient in reading by third grade	31	17%	15%
Students who receive two or more behavior referrals	1	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Our school has a Parent-Teacher Organization (PTO) which facilitates fundraisers and communication between parents and teachers to address classroom needs. Teachers hold Curriculum Nights to inform parents of classroom expectations. As changes in education continue to unfold the school continually

seeks school-board representatives to help parents understand the changes. For example, in May of 2013 Donna Frank and Laurie Hayes came out for our Parent Night relating to Common Core.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parent Teacher Organization by 2%	567	88%	90%

Area 10: Additional Targets

Additional targets for the school

Character Counts is a district initiative for all schools to teach student's good character. Julington Creek upholds this expectation through the teaching of Covey's 7 Habits of Happy Kids and the Seven Pillars of Character. Students are recognized throughout the year in individual classrooms and twice a year through school wide assemblies.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Students will participate in Character Counts at JCE	1057	100%	100%

Goals Summary

G1. Increase written response to math problems so all students can support and defend answers through use of critical thinking.

G2. Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.

G3. All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

Goals Detail

G1. Increase written response to math problems so all students can support and defend answers through use of critical thinking.

Targets Supported

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- WOW Wednesdays - specific time for collarborative planning

- PLC - Professional Learning Community

Targeted Barriers to Achieving the Goal

- Time

Plan to Monitor Progress Toward the Goal

WOW Wednesdays

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
DE Assessments and DFAs

G2. Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- WOW Wednesdays - specific time for collaborative planning

- PLC - Professional Learning Community

Targeted Barriers to Achieving the Goal

- Time

Plan to Monitor Progress Toward the Goal

PLC meetings

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
DE Assessments and DFAs

G3. All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- WOW Wednesdays - specific time for collaborative planning

- PLC - Professional Learning Community

- TIDE - Targeted Intervention Diagnostic Enrichment

Targeted Barriers to Achieving the Goal

- Time

Plan to Monitor Progress Toward the Goal

DE Assessments and DFAs

Person or Persons Responsible
Classroom Teacher and Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Student Data

Action Plan for Improvement

Problem Solving Key

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

G1. Increase written response to math problems so all students can support and defend answers through use of critical thinking.

G1.B1 Time

G1.B1.S1 Weekly PLC's

Action Step 1

PLC's are weekly meetings where a JCE representative shares materials and information learned from various district trainings with classroom teachers to enhance student achievement in the area of mathematics.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Data

Facilitator:

Administration or JCE Representative

Participants:

Classroom Teachers

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

PLC meetings and implementation in classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

During formal observations

Evidence of Completion

Classroom use of material learned from PLCs.

Plan to Monitor Effectiveness of G1.B1.S1

PLC meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

DE Assessments and DFA

G1.B1.S2 WOW Wednesdays

Action Step 1

WOW Wednesdays are a time for classroom teachers to collaborate to create effective materials to be used in the classroom.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Data

Facilitator:

Administration or JCE Representative

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2

WOW Wednesdays and implementation in classroom

Person or Persons Responsible

Administration

Target Dates or Schedule

During formal observations

Evidence of Completion

Classroom use of material created during WOW

Plan to Monitor Effectiveness of G1.B1.S2

WOW Wednesdays

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

DE Assessments and DFAs

G2. Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.

G2.B1 Time

G2.B1.S1 Weekly PLC

Action Step 1

PLC's are weekly meetings where a JCE representative shares materials and information learned from various district trainings with classroom teachers to enhance student achievement in the area of writing.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student data and DFAs

Facilitator:

Administration and JCE Representative

Participants:

Classroom Teachers

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

PLC meetings and implementation in classroom

Person or Persons Responsible

Administration

Target Dates or Schedule

During formal observations

Evidence of Completion

Classroom use of materials learned from PLCs

Plan to Monitor Effectiveness of G2.B1.S1

PLC meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

DE Assessments and DFAs

G2.B1.S2 WOW Wednesdays

Action Step 1

WOW Wednesdays are time for classroom teachers to collaborate to create effective materials to be used in the classroom.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student data and DFAs

Facilitator:

Administration and JCE Representative

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S2

WOW Wednesdays and implementation in classroom

Person or Persons Responsible

Administration

Target Dates or Schedule

During formal observations

Evidence of Completion

Classroom use of materials created during WOW

Plan to Monitor Effectiveness of G2.B1.S2

WOW Wednesdays

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

DE Assessments and DFAs

G3. All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

G3.B1 Time

G3.B1.S1 Creative Scheduling

Action Step 1

TIDE (Targeted Intervention Diagnostic Enrichment)

Person or Persons Responsible

Classroom Teachers and Paraprofessionals

Target Dates or Schedule

Daily

Evidence of Completion

student RtI data, remediation activities, and enrichment projects

Facilitator:

Tina Motley Monique Keaton

Participants:

Assistant Principal, Paraprofessionals, Teachers

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

TIDE

Person or Persons Responsible

Administration and RtI Team

Target Dates or Schedule

Daily

Evidence of Completion

TIDE group observations

Plan to Monitor Effectiveness of G3.B1.S1

TIDE

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly or Bi-weekly

Evidence of Completion

Student Data

G3.B1.S2 Collaborative Planning

Action Step 1

WOW Wednesdays - An opportunity for collaborative planning and professional development

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting Minutes and Lesson Plans

Facilitator:

Administration

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

WOW Wednesdays

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher created lesson plans and classroom materials

Plan to Monitor Effectiveness of G3.B1.S2

WOW Wednesdays

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

DE Assessments and DFAs

Coordination and Integration

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II and SAI funds are used for Staff Development and for the remediation of low performing students. There is an on going dialogue between the administrative team and the SAC team to decide how these funds are used.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase written response to math problems so all students can support and defend answers through use of critical thinking.

G1.B1 Time

G1.B1.S1 Weekly PLC's

PD Opportunity 1

PLC's are weekly meetings where a JCE representative shares materials and information learned from various district trainings with classroom teachers to enhance student achievement in the area of mathematics.

Facilitator

Administration or JCE Representative

Participants

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Data

G1.B1.S2 WOW Wednesdays

PD Opportunity 1

WOW Wednesdays are a time for classroom teachers to collaborate to create effective materials to be used in the classroom.

Facilitator

Administration or JCE Representative

Participants

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Data

G2. Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.

G2.B1 Time

G2.B1.S1 Weekly PLC

PD Opportunity 1

PLC's are weekly meetings where a JCE representative shares materials and information learned from various district trainings with classroom teachers to enhance student achievement in the area of writing.

Facilitator

Administration and JCE Representative

Participants

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student data and DFAs

G2.B1.S2 WOW Wednesdays

PD Opportunity 1

WOW Wednesdays are time for classroom teachers to collaborate to create effective materials to be used in the classroom.

Facilitator

Administration and JCE Representative

Participants

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student data and DFAs

G3. All teachers will implement high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

G3.B1 Time

G3.B1.S1 Creative Scheduling

PD Opportunity 1

TIDE (Targeted Intervention Diagnostic Enrichment)

Facilitator

Tina Motley Monique Keaton

Participants

Assistant Principal, Paraprofessionals, Teachers

Target Dates or Schedule

Daily

Evidence of Completion

student RtI data, remediation activities, and enrichment projects

G3.B1.S2 Collaborative Planning

PD Opportunity 1

WOW Wednesdays - An opportunity for collaborative planning and professional development

Facilitator

Administration

Participants

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting Minutes and Lesson Plans

Appendix 2: Budget to Support School Improvement Goals