



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

St. Johns Elementary School

4463 BAINBRIDGE HWY

Quincy, FL 32352

850-627-3442

<http://www.gcps.k12.fl.us/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 62%
Alternative/ESE Center No	Charter School No	Minority Rate 100%

School Grades History

2013-14 D	2012-13 C	2011-12 C	2010-11 C	2009-10 D
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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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	13
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
Part III: Coordination and Integration	27
Appendix 1: Professional Development Plan to Support Goals	29
Appendix 2: Budget to Support Goals	0

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
Focus Year 1	1	Sam Foerster

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

Current School Status

School Information

School-Level Information

School

St. Johns Elementary School

Principal

Maurice D. Stokes

School Advisory Council chair

Queen Thomas

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

Name	Title
Abbye Dixon	Assistant Principal
Latonya Rollinson	Reading Coach
Cynthia Hagins	Guidance Counselor
Domonique Rora	Teacher/Grade Chair
Laci Moore	Teacher/Grade Chair
Janice Monroe	Teacher/Grade Chair
Georgette McNelson	Teacher/Grade Chair
Andrea Daniels	Teacher/Grade Co-Chair
Anita Allen	Teacher/Grade Co-Chair
Sharita Baker	Teacher/Grade Co-Chair
Loretta Roberts	Teacher/Grade Co-Chair
Maurice D. Stokes	Principal

District-Level Information

District

Gadsden

Superintendent

Mr. Reginald C James

Date of school board approval of SIP

10/22/2013

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 St. John Elementary School Advisory Council is comprised of the SAC chair Queen Thomas and principal

Maurice Stokes. Additionally, committee members include the school department heads:

Latonya Rollinson - Reading, Loretta Roberts - Math/Science, Andrea Daniels - Writing, Katherine Dallas - ESE. Parents: Esmerelda Velasco, Markey Rivers, Sharee Brown, Gwendolyn Forhand; business partner: Angela Canty (COE); Support Staff: Delores Fields

Involvement of the SAC in the development of the SIP

The process utilized for writing this plan included collaboration efforts of representatives from the school level. School Advisory Council members were also invited to provide parental and/or community input for school improvement. During the Summer 2013, the School Leadership Team received, analyzed, and distributed the student performance results of the 2013 FCAT Assessment. After an in-depth study of the data, the School decided to continue utilizing the Florida Continuous Improvement Model (FCIM) and Common Core State Standards to achieve overall school improvement.

Prior to submission of the School Improvement Plan to the School Board, the plan must contain the approval signatures of the building principal and signature of the School Advisory Council Chairperson. The school improvement plan will be presented to the Gadsden County School Board and the School Advisory Council Members.

Activities of the SAC for the upcoming school year

SAC will meet monthly (first Monday of each month) to monitor the progress of the SIP, academic progress reports, address school climate, review and assist in implementation of school improvement goals and objectives.

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

School Improvement fund are not available, however, the school will use allocated funds to accomplish the goals stated in this plan.

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:

Maurice D. Stokes		
Principal	Years as Administrator: 5	Years at Current School: 0
Credentials	Bachelors of Science in Psychology with Minor in Education Master's of Arts & Sciences in Educational Leadership Certified in Educational Leadership (ALL LEVELS)	
Performance Record	2008-2009 Havana Elementary School, which is a Title I (Low socioeconomically disadvantaged school) school moved from a D to a B. This is the highest grade in the school's history. 2011-2012 East Gadsden High School, which is a Title I (Low socioeconomically disadvantaged school) school moved from a F to a C. This is the highest grade in the school's history.	

Asst Principal	Years as Administrator:	Years at Current School:
Credentials		
Performance Record		

Abbye Dixon		
Asst Principal	Years as Administrator: 9	Years at Current School: 1
Credentials	B.S. Sociology M.A. Education Ed. Leadership Certification	
Performance Record	2013 School Grade B - Did not make AYP 2012 School Grade B - Did not make AYP 2011 School Grade A - Did not make AYP 2010 School Grade F - Did not make AYP 2009 School Grade C - Did not make AYP 2008 School Grade C - Did not make AYP	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Latonya Rollinson

Part-time / District-based

Years as Coach: 4

Years at Current School: 4

Areas

Reading/Literacy

Credentials

Bachelor's of Science in Family, Child, & Consumer Science
 Certified Pre-K - Grade 3
 Reading Endorsed
 ESOL Endorsed

Performance Record

2012-2013 School Grade C
 2011-2012 School Grade C
 2010-2011 School Grade C

Classroom Teachers**# of classroom teachers**

20

receiving effective rating or higher

20, 100%

Highly Qualified Teachers

80%

certified in-field

16, 80%

ESOL endorsed

8, 40%

reading endorsed

4, 20%

with advanced degrees

3, 15%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

8, 40%

with 6-14 years of experience

7, 35%

with 15 or more years of experience

6, 30%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

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 school level administration will utilize the district's application tracking system to interview highly qualified people. In addition, the administration will provide incentives for high student achievement as a means of retaining highly qualified personnel.

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

Teachers will be mentored by highly-certified and qualified teachers. The teacher will provide ongoing peer observation, modeling, and mentoring. The mentoring will include assisting with developing effective lesson plans, classroom management, teacher ethics and professionalism.

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

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

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

A member of administration (Principal or Assistant Principal) participates in the MTSS team meetings and provides valuable information about the allocation of resources, and monitors intervention fidelity.

School coaches assist in monitoring intervention fidelity, providing teachers with appropriate interventions and conducting progress monitoring probes. School Counselors generally schedule MTSS team meetings, facilitate meetings, discuss student referrals with teachers, conduct observations of referred students, and monitor intervention fidelity. School Psychologists play a critical role in ensuring that all parties understand the MTSS process. In addition, School Psychologists assist in facilitating meetings, analyzing data, suggesting appropriate interventions and monitoring intervention fidelity.

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

Students are referred to the Student Study Team. During the Student Study Team meetings, educational plans are reviewed and revised (as needed) and problem solving takes place. Appropriate SST members visit classrooms to observe implementation of interventions and follow up with classroom teachers regarding the progress of students. Teachers are required to complete intervention logs indicating the specifics of the intervention implementation: what, when, where and how the intervention was implemented.

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

The effectiveness of core, supplemental and intensive supports can be analyzed using the following resources:

- Engrade and the district's student data base (Skyward) can be accessed and used to analyze data such as student grades. The Skyward system also provides information about student attendance, discipline records, test scores, class schedules and diploma options.
- The Florida Progress Monitoring Network also gives administrators, district coaches and school psychologists access to information which allows them to compare individual student data to their peers, other students in the school, students of similar socioeconomic status and ethnicity.
- The Florida Department of Education website also has an interactive section that provides FCAT results and allows district personnel to compare student performance to other students in the state, district, and school as well as to other groups.
- When excel is used, a trend line is obtained which informs Student Study Team members about the student's level of progress during the implementation o interventions.
- Tienet (the district's current Individual Educational Plan system) contains information about services that exceptional students receive, previous evaluations and information from student Study Team meetings.

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

Teachers are given the opportunity to attend trainings throughout the school year and during the summer to increase their knowledge of MTSS. At the beginning of each school year, district School Psychologists present trainings at their assigned schools to familiarize and update teachers and administrators with the MTSS/Problem-solving process.

During Student Study Team meetings, teachers and parents are given an overview of the process. Parents are also given information in the form of a brochure that addresses the MTSS process. District staff members (such as Reading and Math Coaches, Rtl/MTSS Specialist, Program Specialists for Exceptional Students and School Psychologists) are very accessible to provide teachers and administrators with support and information regarding the Rtl/MTSS process. In addition, district and school personnel receive trainings through outside sources to increase their knowledge and skills.

Literacy Leadership Team (LLT)

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

Name	Title
Latonya Rollinson	Reading Coach
Maurice D. Stokes	Principal
Abbye Dixon	Assistant Principal
Carolyn Green	Media Specialist
Sharita Baker	Teacher
Andrea Daniels	Teacher
Anita Allen	Teacher
Georgette McNelson	Teacher
Linda Battles	Teacher
Andrea Kindell	Teacher

How the school-based LLT functions

The Reading Leadership Team will meet monthly to monitor the implementation of SIP Reading Goals. In addition, the team will discuss minis assessments, school assessments, and make necessary amendments to the focus calenders.

Major initiatives of the LLT

The team will work to ensure that Journey's is fully implemented and that all instruction is align with the Common Core State Standards (Grades K-5) and the Next Generation Sunshine State Standards (Grades 3-5). The Literacy Leadership Team will meet to review the most recent data and problem solve ways to meet the needs of students at the individual, class and school levels, The team will also spend time developing ways to provide enrichment to those students who are showing continual mastery.

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

There are currently 2 Pre-K classes on campus funded by Title I and VPK.

Readiness:

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

Transition:

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

Teacher Professional Development:

Pre-K teachers are trained in conjunction to other teachers regarding the Common Core State Standards. They are expected to infuse some of the standards into the Pre-K curriculum to be used with students performing at or above grade level.

Expected Improvements

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

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	46%	36%	No	51%
American Indian				
Asian				
Black/African American	45%	38%	No	51%
Hispanic	47%	25%	No	52%
White				
English language learners	44%	20%	No	50%
Students with disabilities				
Economically disadvantaged	44%	34%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	22%	27%
Students scoring at or above Achievement Level 4	16	14%	19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	86	74%	79%
Students in lowest 25% making learning gains (FCAT 2.0)	93	80%	75%

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	13	31%	40%
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	64%	63%	No	68%
American Indian				
Asian				
Black/African American	64%	64%	Yes	68%
Hispanic	66%	50%	No	69%
White				
English language learners	63%	40%	No	67%
Students with disabilities				
Economically disadvantaged	64%	63%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	35%	40%
Students scoring at or above Achievement Level 4	28	24%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	77	66%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	74	65%	80%

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	[data excluded for privacy reasons]		25%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		15%

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)			5
Participation in STEM-related experiences provided for students			

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	32	9%	7%
Students retained, pursuant to s. 1008.25, F.S.	26	11%	9%
Students who are not proficient in reading by third grade	35	90%	60%
Students who receive two or more behavior referrals	8	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	28	10%	8%

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**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Teachers, as well as instructional leaders, will utilize best pedagogic practices and research-based instructional methods to strengthen reading instruction and bolster student achievement
- G2.** Increase science literacy through exposure to expository text, complex text, and technology.
- G3.** Teachers will work to increase students proficiency on the FCAT 2.0 assessments by providing intensive mathematics instruction.

Goals Detail

G1. Teachers, as well as instructional leaders, will utilize best pedagogic practices and research-based instructional methods to strengthen reading instruction and bolster student achievement

Targets Supported

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

Resources Available to Support the Goal

- Journey's Common Core (Comprehensive Reading Program) and the Intervention Supplements, Early Intervention to Reading, SRA Phonemic Awareness, Elements of Vocabulary, FCRR Materials, Imagine Learning, Success Maker and Write Score.

Targeted Barriers to Achieving the Goal

- Lack of professional development of the newly adopted core reading program.

Plan to Monitor Progress Toward the Goal

Comparing Baseline data to ongoing assessments.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Daily

Evidence of Completion:

Weekly data provided by teachers showing evidence of skill mastery.

G2. Increase science literacy through exposure to expository text, complex text, and technology.

Targets Supported

- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Pearson Interactive (Core Science Curriculum), HMH Science Fusions, Science Lab, Kaplan FCAT Essentials, Science Leveled Readers, Florida Agricultural and Mechanical University Extension Office

Targeted Barriers to Achieving the Goal

- The exposure to on-grade level science text.

Plan to Monitor Progress Toward the Goal

Data from formative and summative assessments will be used to guide differentiated instruction and appropriate interventions.

Person or Persons Responsible

Administration, Reading Coach, and Education Transformation Office Science Specialist

Target Dates or Schedule:

weekly, quarterly, and annually

Evidence of Completion:

Students making adequate progress towards mastery of science concepts.

G3. Teachers will work to increase students proficiency on the FCAT 2.0 assessments by providing intensive mathematics instruction.

Targets Supported

Resources Available to Support the Goal

- Go Math (Core Curriculum), Acaletics, Ready, FCIM, Successmaker,

Targeted Barriers to Achieving the Goal

- Time restrictions in teaching basic mathematical skills. A great deal of time is needed to remediate students in the basic skills.

Plan to Monitor Progress Toward the Goal

If positive, there will be an increase in student achievement data on benchmark and mid-year assessments. When the results are questionable or poor, we will use the data to establish reteach for whole group, small group or individual instruction.

Person or Persons Responsible

Teachers and Lab Proctor

Target Dates or Schedule:

Weekly

Evidence of Completion:

Success Maker Reports, Benchmark Assessments, Mid-Year Assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers, as well as instructional leaders, will utilize best pedagogic practices and research-based instructional methods to strengthen reading instruction and bolster student achievement

G1.B1 Lack of professional development of the newly adopted core reading program.

G1.B1.S1 Teachers will be provided weekly professional development related to the use of small group centers, text complexity, close reading and comprehension instructional sequence.

Action Step 1

Grade Level Meeting, Faculty and Staff Meetings, PD360

Person or Persons Responsible

School Leadership Team, District Education Transformation Office (ETO), District Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Grade Level Meeting Notes, Agendas, Sign-In Sheets, PEAC Transcripts, PD360 Transcripts

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

Lesson Plans and Classroom Observations

Person or Persons Responsible

Administration, Coaches, ETO, District Reading Coach

Target Dates or Schedule

Daily

Evidence of Completion

Observation Walk Through Forms and Checklist

Plan to Monitor Effectiveness of G1.B1.S1

Student Achievement Data (FAIR, Journey's Weekly Lesson Assessments, Benchmark Assessments, Unit Assessments and Cold Reads, Success Maker, FCIM Assessments)

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Students meeting expectations on weekly assessments.

G1.B1.S2 Teacher will be provided assistance through modeling and coaching of core reading program and supplemental programs.

Action Step 1

Effective instructional modeling

Person or Persons Responsible

Administration, reading coaches, and ETO reading specialists

Target Dates or Schedule

On-going

Evidence of Completion

Coaches Logs, ETO site reports and notes.

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

Observation of instructional continuum

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Observational tools

Plan to Monitor Effectiveness of G1.B1.S2

Teachers will have a minimum of two formal observations.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Performance Appraisal Documentation

G2. Increase science literacy through exposure to expository text, complex text, and technology.

G2.B1 The exposure to on-grade level science text.

G2.B1.S1 Model close reading strategies for expository and complex text.

Action Step 1

Provide students with science and expository articles to practice close reading strategies using gradual release model.

Person or Persons Responsible

Administration, Reading Coach, Education Transformation Office Science and Reading Specialist

Target Dates or Schedule

weekly

Evidence of Completion

Student article log book

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

Reading logs, weekly assessment data, article log book, set specific day of the week to cover article and assign new article

Person or Persons Responsible

administration, reading coach, and Education Transformation Office Science and Reading specialist

Target Dates or Schedule

weekly

Evidence of Completion

Students scoring proficient on weekly assessments. Students meeting academic expectations of timely completion of homework.

Plan to Monitor Effectiveness of G2.B1.S1

Leveled readers, cold read, benchmark, and mid-year assessments will be used to monitor the effectiveness of said strategy. If the strategy is effective then an increase of scores on science and reading assessments could increase over the course of the year. If said strategy is ineffective student assessment scores could stagnate or decrease. If a stagnation or declination of student assessment scores occurs then data collected from assessments will be used to modify instructional practices.

Person or Persons Responsible

Administration, reading coach, classroom instructor, and Education Transformation Office Science and Reading Specialists

Target Dates or Schedule

weekly, quarterly, and annually

Evidence of Completion

Student's performance results on given reading and science content assessments.

G2.B1.S2 Increase hands-on activities thus allowing students to transfer abstract ideas into concrete concepts.

Action Step 1

Lesson plans should reflect rotational mini-labs and times of laboratory occupation.

Person or Persons Responsible

Administration and Education Transformation Office Science Specialist

Target Dates or Schedule

weekly

Evidence of Completion

Science laboratory sign-up sheets.

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

Formative assessments and observations

Person or Persons Responsible

administration, education transformation office science specialist

Target Dates or Schedule

weekly

Evidence of Completion

Laboratory sign-up sheet and student laboratory notebooks

Plan to Monitor Effectiveness of G2.B1.S2

Formative and summative assessments will be used to monitor effectiveness of strategy. If effectively implemented then an increase in the amount of correct answers over questions assessing the nature of science next generation sunshine state standards could be observed. A lack of hands-on experiences may produce a stagnation on assessment scores or a decrease in the amount of correct answer choices over questions assessing the nature of science next generation sunshine state standards. If a stagnation or a declination of assessment scores occurs then the types and frequency of hands-on activities will be adjusted according to the data.

Person or Persons Responsible

Administration and education transformation office science specialist.

Target Dates or Schedule

Weekly, bi-weekly, monthly, and quarterly

Evidence of Completion

Student laboratory journals, along with data collected from the formative and summative assessments.

G3. Teachers will work to increase students proficiency on the FCAT 2.0 assessments by providing intensive mathematics instruction.

G3.B1 Time restrictions in teaching basic mathematical skills. A great deal of time is needed to remediate students in the basic skills.

G3.B1.S1 Students needing additional assistance will be taught using a small group approach targeting identified skills and concepts that have not been mastered. All classes have laptop carts for student use in completing Successmaker sessions.

Action Step 1

Teachers will use the intervention period and after school sessions to provide differentiated instruction for students at or below level 2 as demonstrated on the 2013 FCAT.

Person or Persons Responsible

Teachers, Administrators, and Education Transformation Office - Mathematics Specialist

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Classroom walkthroughs, planning with teachers, collegial conversations, and SuccessMaker student reports.

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

Classroom walk-throughs (CWT), collegial conversations and students reports will be used to monitor fidelity of implementation.

Person or Persons Responsible

Administrators and ETO Math Specialist

Target Dates or Schedule

Weekly

Evidence of Completion

CWT reports and teacher lessons plans

Plan to Monitor Effectiveness of G3.B1.S1

Success maker reports and other reports

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Data notebook

G3.B1.S2 Teachers will receive professional development on how to use the various components of Go Math, the proper implementation of Acaletics, and how to incorporate Successmaker to enrich and reinforce concepts and skills.

Action Step 1

Professional development opportunities in the areas of Go Math, Acaletics, and Success Maker

Person or Persons Responsible

Administration and Education Transformation Office - District Mathematics Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign In Sheets, Agendas, and PAEC Records

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

Teacher engagement in Math PD will be monitored frequentlyMonitoring

Person or Persons Responsible

Administration and ETO Mathematics Specialist

Target Dates or Schedule

Monitoring will take place on a quarterly basis.

Evidence of Completion

Completed PD evaluations and reports from electronic participation via PAEC will provide evidence of completion of PD.

Plan to Monitor Effectiveness of G3.B1.S2

With proper professional development we should see effectiveness via on-going classroom assessment (progress monitoring). When questionable or poor implementation occurs, there may be an inconsistent growth in achievement data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Achievement Data

Coordination and Integration

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

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

St John Elementary School coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Every Title I parent receives required information, Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school. Parent dollars from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports. mobile resource unit St John Elementary School's coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

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

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

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

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

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

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food

service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

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

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

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

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

Race to the Top funding provides the school with a strong focus on reading and science, providing the school the services of a district science specialist, a district STEM specialist, and incentive funding for earning reading credentials and providing quality instruction that causes students to make learning gains.

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.