

# Julington Creek Elementary School



2014-15 School Improvement Plan

## Julington Creek Elementary School

2316 RACE TRACK RD, Saint Johns, FL 32259

<http://www-jce.stjohns.k12.fl.us/>

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

11%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

21%

### School Grades History

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

### School Board Approval

This plan is pending approval by the St. Johns County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

At Julington Creek Elementary our goal is to provide engaging instruction to our students and ensure that every student will achieve measurable learning gains. I make a difference!

##### Provide the school's vision statement

Julington Creek Elementary believes that all children can learn and that all teachers can find ways for the students to learn. The mission of Julington Creek Elementary is to enhance the development of the total child with a life-long love of learning. That they may become a contributing member of society and display an eagerness to learn by participating in an academically challenging environment for students, staff, parents and community.

#### School Environment

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

Julington Creek Elementary believes that learning about students' cultures and building relationships between teachers and students is vital. During enrollment JCE conducts a home-language survey so that teachers can provide instruction that honors and enhances students' cultural backgrounds. Students engage in cultural studies, design Veteran's Day projects, and participate in Constitution Week activities. Many classrooms use the foundational skills found in Stephen Covey's Leader in Me/ 7 Habits of Happy Kids to create classroom mission statements and set common goals. Students at JCE are active in community service projects such as providing books and bunnies to children in hospitals, food drives and reading buddies. Students can also receive language enrichment experiences through after school organizations like L.E.E. Additionally, JCE also hosts several PTO Family Nights, where teachers and staff build relationships with families in the community.

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

Students feeling safe and respected before, during, and after school is a number one priority at Julington Creek Elementary. All faculty and staff at JCE consider every student their own, and provide for the care of safety of all students within the school at all times. Intermediate grade students offer Safety Patrol in the mornings and afternoons, helping students enter and exit their cars safely, and enter and exit the building in a safe manner. All entrances and exits to the school are secured at all times, and faculty and staff communicate via portable radios to ensure that students in transit reach their destinations safely. By infusing a combination of Character Counts, Stephen Covey's Leader in Me/ 7 Habits of Happy Kids, and our own J.A.G.S. Lead philosophy into every classroom, every student is viewed as a leader and encouraged to develop their own unique talents.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students at Julington Creek Elementary are expected to demonstrate leadership and strong character. By following the Character Counts initiative supported by the St. Johns County School



District, as well as the ideals found in Covey's Leader in Me/ 7 Habits of Happy Kids, Julington Creek Elementary uses the behavior system J.A.G.S. Lead. Students are recognized throughout the year for their accomplishments as they Journey, Achieve, Grow and Succeed in both academic and personal endeavors. Any student who receives a discipline referral is discussed in the MTSS Core Team meeting so that teachers and staff can be proactive in problem-solving and providing behavior support.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Julington Creek Elementary ensures that the social-emotional needs of all students are being met through a variety of programs. Guidance Counselors hold small group lunch sessions (Banana Splits) on a variety of topics such as divorce, bullying, and getting along with peers. Teachers and Guidance Counselors infuse lessons into the classroom curriculum that encourage students to make connections between the curriculum and real-world events. Every student is encouraged to identify their own strengths and set obtainable goals, both personally and academically.

**Early Warning Systems**

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

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

- 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
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4	6	2	3	4	7	26
One or more suspensions	0	0	0	0	2	0	2
Course failure in ELA or Math	1	0	0	0	2	2	5
Level 1 on statewide assessment	0	0	0	0	7	9	16

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

Indicator	Grade Level	Total
	5	
Students exhibiting two or more indicators	3	3

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

Intervention strategies employed by Julington Creek Elementary include TIDE (Targeted Instruction Diagnostic Enrichment) and MTSS (Multi Tiered Systems of Support). Based on data provided by both district and school-based assessments, students receive interventions in their areas of weakness during a set time of daily instruction, TIDE. Students exhibiting early warning indicators also receive support through the MTSS process, where teachers and school support staff provide multi-tiered support systems for students struggling in one or more academic areas or with behavior.

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

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. Teachers continually conference throughout the school year to provide positive feedback and offer suggestions for students' progress. The school mission and vision are displayed on the school website, as well as communicated during PTO and SAC meetings. Curriculum updates are also provided in the school newsletter and posted on the website.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Julington Creek Elementary partners with the local community for the benefit of all. JCE has an extensive list of local business partners who offer support in a variety of ways, such as providing classroom resources, monetary donations, supplies, etc. JCE continually reaches out to the community through a variety of service projects, including donations to local food banks, charity organizations, and local causes. Community members also volunteer their time to read with students, help with projects and assist in classrooms.

## Effective Leadership

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

### School Leadership Team

#### **Membership**

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

Name	Title
Story, Michael	Principal
Gitto, Natalie	Assistant Principal
Leeber, Cindy	Other
Motley, Tina	Instructional Coach
Carson, Noreen	Teacher, K-12
England, Becca	Teacher, K-12
Baker, Susan	Teacher, K-12
Dunn, MaryAnne	Teacher, K-12
Moore, Sarah	Teacher, K-12
Lyons, Tracey	Teacher, K-12
Adkins, Lynn	Teacher, ESE
Milite, Ruth	Guidance Counselor
Petrick, Kandis	Teacher, K-12

### Duties

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

The School Leadership Team holds monthly meetings with Administration to provide input and report teacher concerns, as well as to take back information to the grade level/department regarding school policies, curriculum and instruction updates, etc.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The administrative team works closely with the representative teacher leaders to identify and align available resources to meet the needs of students and produce desired outcomes. Administration collaborates with teachers to provide uninterrupted instructional time to both remediate and enrich students, based on information from the MTSS team, results of district and state-wide testing, and teacher input from programs such as TIDE. Instructional resources are provided from funding from sources such as SAC, SAR, and SAI. Teacher teams may also request funding for grade-level curriculum materials to meet the needs of a variety of learners.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Becky Jarriel	Teacher
Stephanie David	Teacher
Michael Story	Principal
Amy Grimm	Teacher
Ingrid Jones	Teacher
Dana Johnston	Parent
Lindy Birkelbach	Parent
Kelly Thompson	Parent
Theresa Crowe	Parent
Natalie Densmore	Parent
Cathy Apolinario	Teacher
Shelita McGowan	Parent
Lisa North	Education Support Employee
Hedy Sberna	Education Support Employee

### Duties

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

*Evaluation of last year's school improvement plan*

As a team, SAC reviewed last year's school improvement plan and evaluated whether particular goals had been met. Once determined that progress was made toward goals, the team agreed that all goals would still be valuable for the current school year as all pertain to effective instruction and use of high yield strategies within classrooms. Action plans were then revised to ensure that progress toward mastery of goals would continue for the current school year.

*Development of this school improvement plan*

The SIP was developed by the Principal, Assistant Principal, Curriculum Coordinator, SAC Chair and Co-Chair, with input from other stakeholders including the school leadership team , SAC, and PTO. Demographic and Assessment data was shared with all parties and a needs analysis was conducted to identify focus goals.

*Preparation of the school's annual budget and plan*

The administrative team meets to prepare the budget using input from staff and parent groups and applies it to support the goals identified in the plan.

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

School improvement funds will be used to help raise students' achievement as calculated by the FSA. All monies deposited in the SAC account can only be used for the academic improvement of achievement as outlined in the SIP which is aligned with the CCSS and NGSSS.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Motley, Tina	Instructional Coach
Gitto, Natalie	Assistant Principal
Leeber, Cindy	Other
Gittings, Bethany	Teacher, K-12
Kirby, Dorothy	Teacher, K-12
Warkentine, Erika	Teacher, K-12
Phillips, Bethany	Teacher, K-12
Ragusa, Cathy	Teacher, K-12
Leavell, Julie	Teacher, K-12
Bender, Katherine	Paraprofessional
Bouslog, Laura	Teacher, K-12
McAnarney, Linda	Teacher, K-12
Henson, Lisa	Teacher, ESE
Dawson, Sherry	Teacher, K-12
Foster, Susan	Teacher, K-12
Foster, Valerie	Teacher, K-12
Simmons, Susan	Teacher, K-12
Lyons, Tracey	Teacher, K-12

#### Duties

##### ***Describe how the LLT promotes literacy within the school***

Hands on literacy approach, monthly literacy events/topics to begin in September, ideas and support for writing across curriculums, support grade level teams w/ literacy needs, create budget line/ contacts to support literacy needs, hold literacy events (Fall into Reading & 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.

#### Public and Collaborative Teaching

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

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

JCE engages in Professional Development Wednesdays, where teachers and staff can identify and target areas of need and seek out ways to strengthen their instructional practices. Teachers participate in Professional Learning Teams to develop skills and strategies for classroom instruction by collaborating and learning from one another. Teachers take part in district trainings on in-service days. Teaching teams meet often to collaborate and share ideas for best practices.

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

The hiring committee uses the assistance of the SJCSJ JOBS 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.

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

Teachers and staff members new to Julington Creek are provided with a mentor. The mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is also given time to observe the mentee as well as to giving feedback, coaching, and planning. Mentor/Mentee pairs are assigned based on common grade levels, location, etc.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***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 four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly 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 Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system 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 reports from Performance Plus 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 each quarter 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.

#### **Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

After completing assessments such as Discovery Education, District Formative Assessments, FAIR, FLKRS and state mandated testing, teachers identify target areas of strength and weakness for students and differentiate instruction accordingly. Teachers analyze data and participate in Data Chats with administration. Intervention and enrichment opportunities are designed based on the resulting data. Programs like TIDE provide enrichment and remediation for identified students as well by grouping students with like areas of need into groups for a portion of the day (around 20-30 minutes).

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:**

Enrichment activities that contribute to a well-rounded education, such as Band, Chorus, Art Club, Technology Club, and Jump Rope Club.

**Strategy Rationale**

Participating in these activities allows students the opportunity to express their creativity and serves to balance academics by promoting growth of the student as a whole.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Story, Michael, michael.story@stjohns.k12.fl.us

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

Students are required to maintain passing grades and good behavior to participate in the programs. Discovery Education Assessments, on-going formative assessments, FSA scores, and quarterly report cards are used to determine effectiveness.

**Strategy: Summer Program**

**Minutes added to school year:**

Extended School Year (for ESE students) and Summer Reading Camp

**Strategy Rationale**

Remediation and/or continued support for students in need to maintain academic gains during non-school months.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Story, Michael, michael.story@stjohns.k12.fl.us

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

For Summer Reading Camp, students demonstrate success with grade level standards through portfolios and other given assessments. Students who receive services for Extended School Year show maintenance of individual goals by indicators on Individual Education Plans.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Julington Creek Elementary offers tours for the local daycare and pre-schools, kindergarten orientation, and a Tissues and Tea celebration at the end of the first week of school to assist in transitioning incoming Kindergarteners. JCE also works collaboratively with the feeder middle schools to provide assistance with middle school orientation, scheduling, and parent communication.

**College and Career Readiness**

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

NA

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

NA

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

NA

**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.** 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.** Increase use of high yield instructional strategies aligned to Florida Standards to differentiate instruction for all types of learners.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Increase written response to math problems so all students can support and defend answers through use of critical thinking. 1a

G036234

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	89.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Time

**Plan to Monitor Progress Toward G1.** 8

PLC Meetings

**Person Responsible**

Natalie Gitto

**Schedule**

Monthly, from 8/27/2014 to 5/27/2015

**Evidence of Completion**

DE Assessments and Formative Assessments embedded in Curriculum Maps

**G2.** Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text. 1a

G036235

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - ED	84.0
AMO Math - All Students	89.0
FCAT 2.0 Science Proficiency	78.0
CELLA Writing Proficiency	18.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Time

**Plan to Monitor Progress Toward G2.** 8

PLC meetings

**Person Responsible**

Natalie Gitto

**Schedule**

Weekly, from 8/27/2014 to 5/27/2015

**Evidence of Completion**

DE Assessments and Formative Assessments embedded in Curriculum Maps

**G3.** Increase use of high yield instructional strategies aligned to Florida Standards to differentiate instruction for all types of learners. 1a

G036236

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	91.0
AMO Math - All Students	89.0
CELLA Writing Proficiency	18.0
FCAT 2.0 Science Proficiency	78.0

**Resources Available to Support the Goal** 2

- Professional Development Wednesdays
- PLC - Professional Learning Community
- TIDE - Targeted Intervention Diagnostic Enrichment
- Data Chats
- District Provided Professional Development and Inservice

**Targeted Barriers to Achieving the Goal** 3

- Time

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

DE Assessments and Formative Assessments embedded in Curriculum Maps

**Person Responsible**

Natalie Gitto

**Schedule**

Quarterly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Student Data

## 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.** Increase written response to math problems so all students can support and defend answers through use of critical thinking. **1**

 G036234

**G1.B1** Time **2**

 B086750

**G1.B1.S1** Professional Learning Communities are scheduled to meet on a monthly basis. During those meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment. **4**

 S097448

### Strategy Rationale

specific time for collaborative learning

### Action Step 1 **5**

Professional Learning Communities are scheduled to meet on a monthly basis. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment.

### Person Responsible

Natalie Gitto

### Schedule

Weekly, from 8/27/2014 to 5/27/2015

### Evidence of Completion

Student Data

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

Implementation of strategies gained during PLCs

**Person Responsible**

Michael Story

**Schedule**

Weekly, from 8/27/2014 to 5/27/2015

***Evidence of Completion***

Classroom use of instructional strategies learned from PLCs.

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

Attend PLC meetings

**Person Responsible**

Natalie Gitto

**Schedule**

Weekly, from 8/27/2014 to 5/27/2015

***Evidence of Completion***

DE Assessments and Formative Assessments embedded in Curriculum Maps

**G2.** Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text. 1

G036235

**G2.B1** Time 2

B086753

**G2.B1.S1** Professional Learning Communities are scheduled to meet on a montly basis. During these meetings, teachers wil engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment. 4

S097450

### Strategy Rationale

specific time for collaborative planning

### Action Step 1 5

Professional Learning Communities are scheduled to meet on a monthly basis. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment.

#### Person Responsible

Natalie Gitto

#### Schedule

Weekly, from 8/27/2014 to 5/27/2015

#### Evidence of Completion

Student data and Formative Assessments embedded in Curriculum Maps

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

PLC strategies and implementation in classrooms

#### Person Responsible

Michael Story

#### Schedule

Weekly, from 8/27/2014 to 5/27/2015

#### Evidence of Completion

Classroom use of instructional strategies gained from PLCs



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

Attend PLC meetings

**Person Responsible**

Natalie Gitto

**Schedule**

Weekly, from 8/27/2014 to 5/27/2015


**Evidence of Completion**

DE Assessments and Formative Assessments embedded in Curriculum Maps


**G3.** Increase use of high yield instructional strategies aligned to Florida Standards to differentiate instruction for all types of learners. 1

 G036236

**G3.B1** Time 2

 B086756

**G3.B1.S1** Creative Scheduling 4

 S097452

**Strategy Rationale**

provide remediation and/or enrichment daily through staff collaboration and division of human and material resources

**Action Step 1** 5

TIDE (Targeted Intervention Diagnostic Enrichment)

**Person Responsible**

Tina Motley

**Schedule**

Daily, from 9/8/2014 to 5/28/2015

**Evidence of Completion**

student Rtl data, remediation activities, and enrichment projects

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

TIDE

**Person Responsible**

Michael Story

**Schedule**

Daily, from 9/8/2014 to 5/28/2015

**Evidence of Completion**

TIDE group observations

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

TIDE

**Person Responsible**

Natalie Gitto

**Schedule**

Daily, from 9/8/2014 to 5/28/2015

**Evidence of Completion**

Student Data

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional Learning Communities are scheduled to meet on a monthly basis. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment.	Gitto, Natalie	8/27/2014	Student Data	5/27/2015 weekly
G2.B1.S1.A1	Professional Learning Communities are scheduled to meet on a monthly basis. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment.	Gitto, Natalie	8/27/2014	Student data and Formative Assessments embedded in Curriculum Maps	5/27/2015 weekly
G3.B1.S1.A1	TIDE (Targeted Intervention Diagnostic Enrichment)	Motley, Tina	9/8/2014	student Rtl data, remediation activities, and enrichment projects	5/28/2015 daily
G1.MA1	PLC Meetings	Gitto, Natalie	8/27/2014	DE Assessments and Formative Assessments embedded in Curriculum Maps	5/27/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Attend PLC meetings	Gitto, Natalie	8/27/2014	DE Assessments and Formative Assessments embedded in Curriculum Maps	5/27/2015 weekly
G1.B1.S1.MA1	Implementation of strategies gained during PLCs	Story, Michael	8/27/2014	Classroom use of instructional strategies learned from PLCs.	5/27/2015 weekly
G2.MA1	PLC meetings	Gitto, Natalie	8/27/2014	DE Assessments and Formative Assessments embedded in Curriculum Maps	5/27/2015 weekly
G2.B1.S1.MA1	Attend PLC meetings	Gitto, Natalie	8/27/2014	DE Assessments and Formative Assessments embedded in Curriculum Maps	5/27/2015 weekly
G2.B1.S1.MA1	PLC strategies and implementation in classrooms	Story, Michael	8/27/2014	Classroom use of instructional strategies gained from PLCs	5/27/2015 weekly
G3.MA1	DE Assessments and Formative Assessments embedded in Curriculum Maps	Gitto, Natalie	8/18/2014	Student Data	6/4/2015 quarterly
G3.B1.S1.MA1	TIDE	Gitto, Natalie	9/8/2014	Student Data	5/28/2015 daily
G3.B1.S1.MA1	TIDE	Story, Michael	9/8/2014	TIDE group observations	5/28/2015 daily

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*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** Professional Learning Communities are scheduled to meet on a monthly basis. During those meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment.

#### **PD Opportunity 1**

Professional Learning Communities are scheduled to meet on a monthly basis. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment.

##### **Facilitator**

Administration or JCE Representative

##### **Participants**

Classroom Teachers

##### **Schedule**

Weekly, from 8/27/2014 to 5/27/2015

**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** Professional Learning Communities are scheduled to meet on a montly basis. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment.

**PD Opportunity 1**

Professional Learning Communities are scheduled to meet on a monthly basis. During these meetings, teachers will engage in data analysis, lesson planning, and curriculum alignment in a collaborative environment.

**Facilitator**

Administration and JCE Representative

**Participants**

Classroom Teachers

**Schedule**

Weekly, from 8/27/2014 to 5/27/2015

**G3.** Increase use of high yield instructional strategies aligned to Florida 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 Natalie Gitto

**Participants**

Assistant Principal, Paraprofessionals, Teachers

**Schedule**

Daily, from 9/8/2014 to 5/28/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Increase written response to math problems so all students can support and defend answers through use of critical thinking.	6,000
<b>Goal 2:</b> Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.	5,000
<b>Goal 3:</b> Increase use of high yield instructional strategies aligned to Florida Standards to differentiate instruction for all types of learners.	60,000
<b>Grand Total</b>	<b>71,000</b>

### Goal 1: Increase written response to math problems so all students can support and defend answers through use of critical thinking.

Description	Source	Total
<b>B1.S1.A1</b> - SAC - Professional Development (materials and conference/workshop registrations)	Other	6,000
<b>Total Goal 1</b>		<b>6,000</b>

### Goal 2: Increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.

Description	Source	Total
<b>B1.S1.A1</b> - Substitutes and Professional Development materials (books)	General Fund	5,000
<b>Total Goal 2</b>		<b>5,000</b>

### Goal 3: Increase use of high yield instructional strategies aligned to Florida Standards to differentiate instruction for all types of learners.

Description	Source	Total
<b>B1.S1.A1</b> - SAI Funds 8,600 Software 30,400 Salary (1 at-risk Paraprofessional, 1 at-risk tutor)	Other	39,000
<b>B1.S1.A1</b> - SAR Funds Salary - At-risk Paraprofessional	Other	21,000
<b>Total Goal 3</b>		<b>60,000</b>