

Otis A. Mason Elementary School



2014-15 School Improvement Plan

Otis A. Mason Elementary School

207 MASON MANATEE WAY, St Augustine, FL 32086

www-mes.stjohns.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
53%

Alternative/ESE Center
No

Charter School
No

Minority
24%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	C	B	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	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Otis A. Mason Elementary School we strive to meet the individual needs and maximize the potential of every child.

Provide the school's vision statement

Our vision at Otis A. Mason Elementary is to have a community of lifelong learners.

School Environment

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

All teachers and support staff attend workshops (school, county and state based: including AVID 3 day summer institute) which include opportunities for learning about culturally relevant teaching. The school principal and testing coordinator/data coach have both been trained in this strategy and share their learning with staff.

All Mason stakeholders communicate awareness of student culture by respecting family traditions, utilizing culturally relevant literature and resources during instruction, and being sensitive to holidays, traditions, and expectations.

Family events, PTA affairs, Book fairs, and field trips are available to continue to build cultural awareness and relationships.

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

Through continual awareness and learning, all stakeholders make an effort to get to know students. Family events, PTA, Book fair, field trips are available to continue to build Cultural awareness and relationships.

Manatee dollars and manatee store are a school wide rewards program which focuses on positive behavior supports, rewarding students for exhibiting the pillars of character.

The morning message through Project Wisdom is broadcast on the news and discussed in class through written and oral discussion. This message focuses on decision making, self monitoring, and encouraging students to be "respectful, responsible, and safe."

During our TIDE time, students travel to different teachers to receive instruction at their level providing opportunities for a school wide system of getting to know students and staff.

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

School wide expectations have been established that encourage the students to be "Respectful, Responsible, and Safe".

Hallways are kept at a completely silent level as the school expectation.

Students travel outside instead of in the halls to minimize noise.

All teachers follow a school wide discipline referral system and are expected to teach and reinforce appropriate behaviors.

All teachers are taught procedures and how to utilize the MTSS behavior and academic support system when necessary.
 Manatee dollars and manatee store are a school wide rewards program.
 The morning message through Project Wisdom is broadcast on the news and discussed in class through written and oral discussion.
 During our TIDE time, students travel to different teachers to receive instruction at their level, respecting cultural differences.

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

Otis A. Mason has a core team for the RtI/Mtss process. Behavior and academic needs are addressed.
 The school has a guidance counselor that meets with groups and also coordinates the school mentoring program. As a result of this program, Mason has many mentors that meet with individual students.
 The school has a School Psychologist that also meets with student groups with a focus on social and emotional goals.
 The morning message through Project Wisdom is broadcast on the news and discussed in class through written and oral discussion.

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	0	8	8	5	7	10	38
One or more suspensions	1	1	1	2	3	2	10
Course failure in ELA or Math	0	5	3	1	5	4	18
Level 1 on statewide assessment	0	0	0	14	15	17	46

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

Indicator	Grade Level				Total
	1	3	4	5	
Students exhibiting two or more indicators	1	1	6	6	14

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

We have in place a Tier 1 behavioral and academic system. This allows all faculty members to keep a keen eye on all students.

We have a PTA in place and conduct frequent family, community, curriculum nights, and school events to involve all stake holders.

Extended Day Care provides care for Mason students after school hours with ease.

We work closely with the ASSIST program.

The Core team meets regularly to flag struggling students in order to provide specific help needed.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/177726>.

Description

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

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

Otis A. Mason has an active, involved PTA that utilizes resources from local businesses and community members throughout our district.

The PTA regularly schedules family events, games, prizes, and food for our Manatee Stakeholders.

The Manatee Mall has small rewards the students can "buy" with manatee money earned for good behavior.

We are actively participating in service learning projects.

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
Dixon, Kim	Principal
Gary-Donovan, Donna	Assistant Principal
Siragusa, Jeanne	Other
Evans, Teri	Psychologist
Cunningham, Sally	Instructional Coach
Schaefer, Carol	Guidance Counselor
Voorhest, Kaitlin	Other

Duties

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

The MTSS/Rtl core team provides input for the SIP including data disaggregation and Tier 1, 2, and 3 information to guide decision making for academic and behavioral needs. The team is responsible for guidance for instructional and systemic supports to meet the needs of students.

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

The MTSS/Rti program revolves around 3 tiers:

Tier 1 is the core universal instruction/behavioral expectations and supports designed for all students in all settings.

- Tier 2 is the targeted supplemental interventions and supports that some students receive in addition to and aligned with the core academic and behavior curriculum and instruction.
- Tier 3 is the intensive individualized interventions and supports few students receive in addition to and aligned with the core academic and behavior curriculum and instruction.

The data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about instruction and interventions.

MTSS/Rtl meetings are held twice weekly with the core team meeting each Tuesday. Teachers and parents are invited to attend as appropriate. Otis A. Mason uses a variety of data for MTSS/Rtl team based decisions. Discovery Education testing, FAIR testing, FCAT scores, DRA, STAR Reading/Math, teacher evaluation, and classroom grades and tests are used in the decision making process. Title I and SAI funds are used to provide support staff (paraprofessionals and tutors), transportation and supplemental materials. Additionally, these funds are used to cover expenses for staff development that increases teacher and staff expertise in high yield strategies, support parental involvement by providing literature and training activities, and supports a summer program that is intended to identify high risk students and provide extended summer learning and exposure activities. A plan for each funding source was submitted and approved by the district. Funds for the homeless are provided through the district's ASSIST program. These funds are used to provide transportation, family resources, and supplies for students identified as homeless based on the McKinney-Vento Act.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kimberly Dixon	Principal
Jeanne Siragusa	Teacher
Donna Gary-Donovan	Education Support Employee
Priscilla Perry	Teacher
Ashley Cothron	Teacher
Deborah Crupi	Teacher
Melody Downey	Parent
Kimberly McManus	Parent
Lisa Carlson	Parent
Catrena Mitchell	Parent
Franca Pate	Parent
Deborah Yale	Teacher
Jeannie Kazmierski	Teacher
Kirsten Hansen	Student
Jennifer Hughes	Teacher
Wanda English	Teacher

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

The following data indicates progress towards SIP goals for the 2013-2014 school year:

Goal: To increase students scoring at or above Level 3 on FCAT 2.0 Reading. - Goal Met

2014 Target 79%

2014 Actual 79%

Goal: To increase students making learning gains on FCAT 2.0 Reading.- Goal Exceeded

2014 Target 62%

2014 Actual 76%

Goal: To increase students in lowest 25% making learning gains on FCAT 2.0 Reading. - Goal Exceeded

2014 Target 52%

2014 Actual 82%

Goal: To increase students scoring at or above Level 3 on FCAT 2.0 Math. - Goal Not Met

2014 Target 73%

2014 Actual 64%

Goal: To increase students making learning gains on FCAT 2.0 Math.- Goal Exceeded

2014 Target 55%

2014 Actual 64%

Goal: To increase students in lowest 25% making learning gains on FCAT 2.0 Math. - Goal Exceeded

2014 Target 56%

2014 Actual 59%

Goal: To increase students scoring at or above Level 3 on FCAT 2.0 Writing.- Goal Not Met

2014 Target 57%

2014 Actual 45%

Goal: To increase students scoring at or above Level 3 on FCAT 2.0 Science. - Goal Not Met
 2014 Target 66%
 2014 Actual 47%

Development of this school improvement plan

The SIP plan is created by all team members. Otis A. Mason Elementary SAC team met in May of 2014 and September, 2014 to discuss and create much of the vision for our School Improvement Plan for the 2014-2015 school year. Based on the data provided, goals were constructed to address discrepancies and provide support necessary for instruction and resources to increase student achievement. A particular focus on Writing, Science and training for all stakeholders will be included in this year's plan. Service learning was also added as an important component for students, staff and families.

Preparation of the school's annual budget and plan

Based on the needs identified during planning meetings, the school budget was created to include the supports necessary to implement the SIP with fidelity. Components of the budget include funding for AVID trainings and resources, substitutes for modeling and inservice opportunities, and a testing coordinator/data coach to increase the use of data to inform instruction and provide focus for areas of need and enrichment.

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

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

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
Dixon, Kim	Principal
Cunningham, Sally	Instructional Coach
Evans, Teri	Psychologist
Gary-Donovan, Donna	Assistant Principal
Schaefer, Carol	Guidance Counselor
Siragusa, Jeanne	Other
Voorhest, Kaitlin	Teacher, Adult

Duties

Describe how the LLT promotes literacy within the school

Florida Standards based instruction, high yield strategies (Marzano), standards based lesson planning, Writing, technology integration, and deliberate practice.

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

Teachers have 2 grade level collaborative planning times each day: (7:45-8:15 am, and during resource, as well as a common grade level lunch time. Early release Wednesdays are dedicated 2 times per month for school wide collaboration, workshops and learning. Early release Wednesdays: 2 times per month are dedicated to grade level collaboration.

County Webinars are utilized frequently.

The school has a Sunshine committee to keep staff morale high.

The Instructional Literacy Coach and the testing/data coaches work with grade levels to help drive instruction for student success.

PTA is involved with teacher and student morale.

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

Otis A. Mason hires only the highest quality teachers. Kim Dixon and Donna Gary-Donovan are responsible for identifying teachers with qualifications that meet the criteria of the State of Florida for teaching professionals. Using the St. Johns County rules and regulations, they only hire teachers that are highly qualified, are certified in-field and are effective educators.

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

Mentors are paired with first year teachers or teachers new to the school, within the same grade. Mentors are experienced, qualified and identified as teachers with leadership and expertise to aide the incoming teacher. Activities include meetings with administration, collaborative meetings, and PLC activities.

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

The testing/data coach and administration analyzes student grades, STAR, Early Literacy, FLKRS and Fair, DRA reading tests, DE testing, DFA's, FCAT tests. A close eye is kept on focus group students: (ESE, retained, Rtl, 504, Gifted etc). The testing/data coach works closely with the Literacy Coach to provide information on specific testing and skills in order to provide teachers with instructional strategies to ensure student success.

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: Extended School Day

Minutes added to school year:

Tutoring and remedial/intervention for students in the lowest quartile based on assessments is provided beginning in the fall.

Strategy Rationale

Students are given extra time and help from highly qualified staff members in order to raise academic achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dixon, Kim, kim.dixon@stjohns.k12.fl.us

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

Student success is measured on standardized assessment tests in reading, mathematics, writing, and science. Additionally, data from progress monitoring tools such as Discovery Education, writing prompts, DE probes, district provided DFAs and classroom based assessment is used to determine the effectiveness of the strategy.

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

Otis A. Mason Elementary offers Pre-K ESE and a VPK program. Rising Kindergarten students are assessed on readiness skills prior to entry and information is provided to parents regarding their child's readiness level. Additionally, parents are provided with information on student readiness and materials to provide assistance prior to Kindergarten. A special Open House/Kindergarten Readiness activity is planned and implemented in the spring.

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.** Provide training and support, school wide, in specific reading, writing and mathematics strategies to increase student achievement.
- G2.** Provide training and support, school wide, in specific science strategies, to increase student achievement.
- G3.** School wide implementation of the AVID model.
- G4.** Increase parental involvement to support increased academic achievement and community service learning to ensure students, families, and staff are making connections with our community and are supporting our school and district strategic goal of "...actively seek[ing] community partnerships to provide learning and growing experiences for all students and to build mutually beneficial relationships."

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. Provide training and support, school wide, in specific reading, writing and mathematics strategies to increase student achievement. 1a

G042327

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	76.0
AMO Math - African American	55.0
AMO Math - ED	67.0
AMO Math - SWD	55.0
AMO Reading - African American	58.0
AMO Reading - All Students	81.0
AMO Reading - ED	69.0
AMO Reading - SWD	47.0

Resources Available to Support the Goal 2

- Very competent ILC to support teachers with modeling, resources, and training, newly hired testing coordinator/data coach to support data based decision making, school based experts available and used for training and support, model classrooms, Title I funding for materials, supplies, and substitutes, a culture of student success and rigor has been built, Tier I expectations are rigorous and taught explicitly.
-

Targeted Barriers to Achieving the Goal 3

- Not all teachers have been trained in or are experts at implementing the gradual release model for instruction or the effective implementation of high yield strategies, funding to increase staffing to reduce student to teacher ratios, lack of resources to provide training, modeling and practice opportunities.

Plan to Monitor Progress Toward G1. 8

The percentage of students scoring at or above proficiency will be closely monitored.

Person Responsible

Jeanne Siragusa

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

The percentage of students scoring at or above proficiency on assessments will increase each testing cycle. This data will be provided to all stakeholders by the testing coordinator/data coach.

G2. Provide training and support, school wide, in specific science strategies, to increase student achievement. 1a

G036256

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	51.0

Resources Available to Support the Goal 2

- Gradual release model materials, ILC and School Leadership Team support, district science program specialist, state and national conferences.

Targeted Barriers to Achieving the Goal 3

- Not all staff are trained to use the gradual release model and support for lower grades in science is minimal.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Jeanne Siragusa

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

FCAT, DE, DFAs

G3. School wide implementation of the AVID model. 1a

G036257

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	81.0

Resources Available to Support the Goal 2

- AVID resources provided by Title I

Targeted Barriers to Achieving the Goal 3

- 100% of the instructional staff has not been trained Avid strategies through Summer Institute. This is only the 2nd year of implementation of Avid. Not all stakeholders (students, parents and newly hired staff) are familiar with Avid.

Plan to Monitor Progress Toward G3. 8

Increased student achievement in core academic areas and increased college readiness skills

Person Responsible

Jeanne Siragusa


Schedule

On 6/3/2015

Evidence of Completion

iObservation feedback, AVID monitoring tools

G4. Increase parental involvement to support increased academic achievement and community service learning to ensure students, families, and staff are making connections with our community and are supporting our school and district strategic goal of "...actively seek[ing] community partnerships to provide learning and growing experiences for all students and to build mutually beneficial relationships." 1a

 G036258

Targets Supported 1b

Indicator	Annual Target
Attendance rate	98.0
Discipline incidents	1.0

Resources Available to Support the Goal 2

- PTA, Community partnerships with feeder pattern schools (PMHS) and local non-profits (Habitat for Humanity, etc.)

Targeted Barriers to Achieving the Goal 3

- Lack of meaningful participation in SAC and PTA and curriculum night activities results in a lack of understanding of Florida Standards; little focus on community service.

Plan to Monitor Progress Toward G4. 8

Meaningful surveys

Person Responsible

Schedule

Semiannually, from 9/8/2014 to 6/5/2015

Evidence of Completion

Increase in the number of positive responses on survey questions regarding climate and activities and knowledge of standards

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. Provide training and support, school wide, in specific reading, writing and mathematics strategies to increase student achievement. **1**

 G042327

G1.B1 Not all teachers have been trained in or are experts at implementing the gradual release model for instruction or the effective implementation of high yield strategies, funding to increase staffing to reduce student to teacher ratios, lack of resources to provide training, modeling and practice opportunities. **2**

 B103257

G1.B1.S1 Provide a variety of training options at varied times to support teacher learning, utilize available funding resources to increase staffing to support student learning including the use of substitutes and common planning to provide supervision and support during optimum training opportunities. **4**

 S118207

Strategy Rationale

By providing the training and support necessary for successful implementation of strategies, teachers will be able to effectively increase student achievement.

Action Step 1 **5**

The ILC will partner with teacher experts and district specialists to provide training and support in high yield strategies, including the gradual release model, to increase teacher competence in the area of instruction.

Person Responsible

Sally Cunningham

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Increase in the number of teachers scoring at applying and above based on classroom observations, both evaluative and non-evaluative.

Action Step 2 5

The ILC will partner with teacher experts and district specialists to provide training and support in high yield strategies, including the gradual release model, to increase teacher competence in the area of instruction.

Person Responsible

Sally Cunningham

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Increase in the number of teachers scoring at applying and above based on classroom observations, both evaluative and non-evaluative.

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

Administration will carefully monitor both the training and implementation of strategies using the district approved walkthrough, formal, and informal observation protocols.

Person Responsible

Kim Dixon

Schedule

Weekly, from 9/8/2014 to 6/4/2015

Evidence of Completion

Administration will use the Marzano framework protocols, conferences and feedback from instructional staff to monitor the effective implementation of the strategy and the results. Additional data will be collected and shared with support from the Testing Coordinator/Data Coach to determine the impact on student achievement.

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

Data will be collected and shared with administration, instructional staff, and other stakeholders to evaluate how effective the strategy is. Data will include student grades, STAR scores, DE scores, Early Literacy scores, FLKRS/FAIR, DRAs, DFAs, and FCAT/FSA scores. Once shared, the data will be used by the ILC and Leadership team to develop and implement training and supports to increase student achievement.

Person Responsible

Jeanne Siragusa

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

The effective grouping of students during TIDE (Targeted Intervention, Differentiation, and Enrichment) time and evidence of increased mastery of standards based on assessment data (DRA, DE, DFA, STAR/EL, etc.) will provide evidence of the effectiveness of the strategy.

G2. Provide training and support, school wide, in specific science strategies, to increase student achievement.

1

G036256

G2.B1 Not all staff are trained to use the gradual release model and support for lower grades in science is minimal.

2

B086788

G2.B1.S1 Utilize the ILC, administration, school based experts and district support staff to train and model gradual release strategies for science and literacy.

4

S097494

Strategy Rationale

Providing the training and support will allow all classroom teachers to utilize the model to effectively increase academic achievement.

Action Step 1

5

All instructional staff will be trained to use the gradual release model with a focus on scientific content.

Person Responsible

Sally Cunningham

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, observation feedback, increased academic achievement.

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

6

Training, modeling, and growth data

Person Responsible

Kim Dixon

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Direct feedback to instructional staff both written and oral and meetings with the leadership team to develop strategy, discuss outcomes, and assess progress.

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

High yield strategy implementation using the gradual release model as a foundation.

Person Responsible

Kim Dixon

Schedule

Monthly, from 8/12/2014 to 6/5/2015


Evidence of Completion

iObservation data

G3. School wide implementation of the AVID model. 1

 G036257

G3.B1 100% of the instructional staff has not been trained Avid strategies through Summer Institute. This is only the 2nd year of implementation of Avid. Not all stakeholders (students, parents and newly hired staff) are familiar with Avid. 2

 B086789

G3.B1.S1 Participation in AVID training, including Summer Institute (SI), and school based training. 4

 S097495

Strategy Rationale

Training is provided through the Avid staff in Summer Institute, specifically teaching all staff members how to best serve students through Avid strategies.

Action Step 1 5

Training in AVID strategies and systems.

Person Responsible

Kim Dixon

Schedule

Monthly, from 8/12/2014 to 6/3/2015

Evidence of Completion

Conference participants lists, core team meeting sign in sheets.

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

AVID strategies utilized school wide

Person Responsible

Kim Dixon

Schedule

Monthly, from 8/12/2014 to 6/3/2015

Evidence of Completion

Core team meeting agendas and notes and implementation checklists and student level assessment tools

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

Increased participation in AVID system

Person Responsible

Kim Dixon

Schedule

Monthly, from 8/12/2014 to 6/3/2015

Evidence of Completion

Monitoring sheets and iObservation feedback, student use of AVID systems

G4. Increase parental involvement to support increased academic achievement and community service learning to ensure students, families, and staff are making connections with our community and are supporting our school and district strategic goal of "...actively seek[ing] community partnerships to provide learning and growing experiences for all students and to build mutually beneficial relationships." 1

G036258

G4.B1 Lack of meaningful participation in SAC and PTA and curriculum night activities results in a lack of understanding of Florida Standards; little focus on community service. 2

B086790

G4.B1.S1 Provide many opportunities to involve families and support their understanding of Florida Standards and participation in community service. 4

S097497

Strategy Rationale

By providing communal and learning opportunities for families, we will create positive connections to school, support student learning at home with a focus on the new Florida Standards and engage our families in community partnerships and service opportunities, increasing our impact on student citizenship expectations.

Action Step 1 5

Provide a variety of activities, opportunities, and incentives for parents to be involved creating an open dialogue between home and school.

Person Responsible

Jeanne Siragusa

Schedule

Quarterly, from 8/14/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, communication logs, needs assessment surveys, successful completion of community service projects.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Increase in the quantity and quality of parent participation activities during the school year and provide opportunities for community service learning.

Person Responsible

Jeanne Siragusa

Schedule

Every 6 Weeks, from 8/14/2014 to 6/5/2015

Evidence of Completion

KNT logs, parent conference sign in sheets, activity sign in sheets and agendas, surveys, successful completion of service projects (documentation)

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Increase in number of families participating in activities including AVID and Curriculum nights, SAC meetings, PTA meetings/activities, positive responses on SAC survey, and successful completion of at least 1 school wide service project.

Person Responsible

Jeanne Siragusa

Schedule

Every 6 Weeks, from 8/14/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, surveys, evidence of service learning

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
G2.B1.S1.A1	All instructional staff will be trained to use the gradual release model with a focus on scientific content.	Cunningham, Sally	8/12/2014	Sign in sheets, observation feedback, increased academic achievement.	6/5/2015 monthly
G3.B1.S1.A1	Training in AVID strategies and systems.	Dixon, Kim	8/12/2014	Conference participants lists, core team meeting sign in sheets.	6/3/2015 monthly
G4.B1.S1.A1	Provide a variety of activities, opportunities, and incentives for parents to be involved creating an open dialogue between home and school.	Siragusa, Jeanne	8/14/2014	Sign in sheets, communication logs, needs assessment surveys, successful completion of community service projects.	6/5/2015 quarterly
G1.B1.S1.A1	The ILC will partner with teacher experts and district specialists to	Cunningham, Sally	8/12/2014	Increase in the number of teachers scoring at applying and above based	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	provide training and support in high yield strategies, including the gradual release model, to increase teacher competence in the area of instruction.			on classroom observations, both evaluative and non-evaluative.	
G1.B1.S1.A2	The ILC will partner with teacher experts and district specialists to provide training and support in high yield strategies, including the gradual release model, to increase teacher competence in the area of instruction.	Cunningham, Sally	8/12/2014	Increase in the number of teachers scoring at applying and above based on classroom observations, both evaluative and non-evaluative.	6/5/2015 weekly
G1.MA1	The percentage of students scoring at or above proficiency will be closely monitored.	Siragusa, Jeanne	8/12/2014	The percentage of students scoring at or above proficiency on assessments will increase each testing cycle. This data will be provided to all stakeholders by the testing coordinator/data coach.	6/5/2015 monthly
G1.B1.S1.MA1	Data will be collected and shared with administration, instructional staff, and other stakeholders to evaluate how effective the strategy is. Data will include student grades, STAR scores, DE scores, Early Literacy scores, FLKRS/FAIR, DRAs, DFAs, and FCAT/FSA scores. Once shared, the data will be used by the ILC and Leadership team to develop and implement training and supports to increase student achievement.	Siragusa, Jeanne	8/12/2014	The effective grouping of students during TIDE (Targeted Intervention, Differentiation, and Enrichment) time and evidence of increased mastery of standards based on assessment data (DRA, DE, DFA, STAR/EL, etc.) will provide evidence of the effectiveness of the strategy.	6/5/2015 monthly
G1.B1.S1.MA1	Administration will carefully monitor both the training and implementation of strategies using the district approved walkthrough, formal, and informal observation protocols.	Dixon, Kim	9/8/2014	Administration will use the Marzano framework protocols, conferences and feedback from instructional staff to monitor the effective implementation of the strategy and the results. Additional data will be collected and shared with support from the Testing Coordinator/Data Coach to determine the impact on student achievement.	6/4/2015 weekly
G2.MA1	Increase in the number of students scoring at or above proficiency on science assessments.	Siragusa, Jeanne	8/12/2014	FCAT, DE, DFAs	6/5/2015 monthly
G2.B1.S1.MA1	High yield strategy implementation using the gradual release model as a foundation.	Dixon, Kim	8/12/2014	iObservation data	6/5/2015 monthly
G2.B1.S1.MA1	Training, modeling, and growth data	Dixon, Kim	8/12/2014	Direct feedback to instructional staff both written and oral and meetings with the leadership team to develop strategy, discuss outcomes, and assess progress.	6/5/2015 monthly
G3.MA1	Increased student achievement in core academic areas and increased college readiness skills	Siragusa, Jeanne	8/12/2014	iObservation feedback, AVID monitoring tools	6/3/2015 one-time
G3.B1.S1.MA1	Increased participation in AVID system	Dixon, Kim	8/12/2014	Monitoring sheets and iObservation feedback, student use of AVID systems	6/3/2015 monthly
G3.B1.S1.MA1	AVID strategies utilized school wide	Dixon, Kim	8/12/2014	Core team meeting agendas and notes and implementation checklists and student level assessment tools	6/3/2015 monthly
G4.MA1	Meaningful surveys		9/8/2014	Increase in the number of positive responses on survey questions regarding climate and activities and knowledge of standards	6/5/2015 semiannually
G4.B1.S1.MA1	Increase in number of families participating in activities including AVID and Curriculum nights, SAC meetings, PTA meetings/activities, positive	Siragusa, Jeanne	8/14/2014	Sign in sheets, surveys, evidence of service learning	6/5/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	responses on SAC survey, and successful completion of at least 1 school wide service project.				
G4.B1.S1.MA1	Increase in the quantity and quality of parent participation activities during the school year and provide opportunities for community service learning.	Siragusa, Jeanne	8/14/2014	KNT logs, parent conference sign in sheets, activity sign in sheets and agendas, surveys, successful completion of service projects (documentation)	6/5/2015 every-6-weeks

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. Provide training and support, school wide, in specific reading, writing and mathematics strategies to increase student achievement.

G1.B1 Not all teachers have been trained in or are experts at implementing the gradual release model for instruction or the effective implementation of high yield strategies, funding to increase staffing to reduce student to teacher ratios, lack of resources to provide training, modeling and practice opportunities.

G1.B1.S1 Provide a variety of training options at varied times to support teacher learning, utilize available funding resources to increase staffing to support student learning including the use of substitutes and common planning to provide supervision and support during optimum training opportunities.

PD Opportunity 1

The ILC will partner with teacher experts and district specialists to provide training and support in high yield strategies, including the gradual release model, to increase teacher competence in the area of instruction.

Facilitator

Sally Cunningham, District Curriculum specialist, Data Coach, school based experts

Participants

All instructional staff members

Schedule

Weekly, from 8/12/2014 to 6/5/2015

PD Opportunity 2

The ILC will partner with teacher experts and district specialists to provide training and support in high yield strategies, including the gradual release model, to increase teacher competence in the area of instruction.

Facilitator

Sally Cunningham, District Curriculum specialist, Data Coach, school based experts

Participants

All instructional staff members

Schedule

Weekly, from 8/12/2014 to 6/5/2015

G2. Provide training and support, school wide, in specific science strategies, to increase student achievement.

G2.B1 Not all staff are trained to use the gradual release model and support for lower grades in science is minimal.

G2.B1.S1 Utilize the ILC, administration, school based experts and district support staff to train and model gradual release strategies for science and literacy.

PD Opportunity 1

All instructional staff will be trained to use the gradual release model with a focus on scientific content.

Facilitator

ILC, School based experts, district science curriculum specialist

Participants

All instructional staff

Schedule

Monthly, from 8/12/2014 to 6/5/2015

G3. School wide implementation of the AVID model.

G3.B1 100% of the instructional staff has not been trained Avid strategies through Summer Institute. This is only the 2nd year of implementation of Avid. Not all stakeholders (students, parents and newly hired staff) are familiar with Avid.

G3.B1.S1 Participation in AVID training, including Summer Institute (SI), and school based training.

PD Opportunity 1

Training in AVID strategies and systems.

Facilitator

AVID staff, district AVID representative, Core Team

Participants

All instructional staff and administration

Schedule

Monthly, from 8/12/2014 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Provide training and support, school wide, in specific reading, writing and mathematics strategies to increase student achievement.	80,000
Goal 2: Provide training and support, school wide, in specific science strategies, to increase student achievement.	7,200
Goal 3: School wide implementation of the AVID model.	50,000
Grand Total	137,200

Goal 1: Provide training and support, school wide, in specific reading, writing and mathematics strategies to increase student achievement.

Description	Source	Total
B1.S1.A1 - Resources from SAI, Title I, and SAR funds will be used to provide personnel, supplies and transportation to implement this strategy.	Other	80,000
Total Goal 1		80,000

Goal 2: Provide training and support, school wide, in specific science strategies, to increase student achievement.

Description	Source	Total
B1.S1.A1 - Title I funding will be used to provide substitutes and materials to support this goal.	Title I Part A	7,200
Total Goal 2		7,200

Goal 3: School wide implementation of the AVID model.

Description	Source	Total
B1.S1.A1 - District and school Title I funds will be used to provide training, resources and support to ensure all instructional staff are proficient in implementing AVID expectations. Attendance at AVID SI and the Model Schools Conference with a focus on visiting sessions facilitated by AVID schools will be paramount to the effectiveness of this goal.	Title I Part A	50,000
Total Goal 3		50,000