

Ponte Vedra Palm Valley Rawlings Elementary School



2014-15 School Improvement Plan

Ponte Vedra Palm Valley Rawlings Elementary School

630 A1A N, Ponte Vedra Beach, FL 32082

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	11%

Alternative/ESE Center	Charter School	Minority
No	No	16%

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	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The faculty and staff of PVPV/Rawlings Elementary support the St. Johns County School District's mission to inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

Provide the school's vision statement

The faculty and staff of PVPV/Rawlings Elementary support the St. Johns County School District's vision statement that all students will abide by the six Pillars of Character: Citizenship, Responsibility, Trustworthiness, Fairness, Caring and Respect.

School Environment

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

Every teacher is ESOL certified and trained to begin the school year with research and writing projects that encourage discovery of each students' culture and home life. School Leadership Team carefully reviews all incoming students' CUM folders for evidence of diverse cultural backgrounds and possible ELL status. Meet-the-Teacher Day had 97% attendance by parents. Phone calls were made by all teachers to those who could not attend. Open House is scheduled for Sept. 15 (grades K, 2 & 4) and Sept. 16 (grades 1, 3 & 5). After-school Mini Camp opportunities are provided for K-5 students. Instruction is provided by PVPV/Rawlings teachers.

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

Students are welcomed into the school 20 minutes before class starts. They sit outside their classrooms in hallways monitored by teachers and educational support personnel. Duty rosters include before school, during lunch and after school, when bus, car and bike riders are released on staggered schedules. Students who display the six Pillars of Character are celebrated monthly as a way of modeling positive behavior throughout the school and throughout the day. Extended Day services with enrichment opportunities are offered before and after school for students of working parents.

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

The District's Student Code of Conduct is adhered to by all teachers, staff and students. A systematic approach to behavioral referrals is followed. Within classrooms, teachers employ individualized behavior modification plans, all based on natural consequences as well as intrinsic and extrinsic rewards.

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

School activities include the Safety Ambassadors and the Student Council, both of which are part of the Leadership Academy. These groups mentor and provide role models for other students. Both PVPV and Rawlings campuses are staffed with Guidance Counselors who take active roles in classrooms and with office individual and small group sessions.

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

Student information is monitored by the School Leadership Team, the MTSS team, as well as teachers, to ensure that all students are provided the support they need to be successful. Information monitored includes:

- 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; and
- 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	1	12	11	17	6	9	56
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	1	3	3	0	1	1	9
Level 1 on statewide assessment	0	0	0	2	13	8	23

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

Indicator	Grade Level				Total
	K	1	4	5	
Students exhibiting two or more indicators	1	1	2	2	6

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

At quarterly Data dialogues, grade-level teachers and school leadership team analyze early warning indicators and decide on appropriate intervention strategies, including parent contact, student counseling conversations, classroom intervention and monitoring, and possibly referral for MTSS. Scholarships are offered to students identified by Early Warning Indicators for our Extended Day programs in Reading and Math. Intensive Math sessions -- both classroom "push in" and even more intense "pull out" -- is provided for all students identified by Early Warning indicators for at least one hour per day. In addition, a half-hour of Intensive Reading and Writing support is provided.

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 target is to maintain and/or increase (our already significant) parent participation in our school climate survey. We have a professionally organized and operated community partnership program whereby businesses, organizations, funds, and trusts can invest in our school and begin long term, mutually beneficially working relationships based on common platforms of: education, health and well being, business, charity, and the environment for example.

The following is our extensive PTO calendar:

2014-2015 PVPV/Rawlings Event Calendar

August

Friday, August 8 Executive Board Meeting, 9:00, PV Think Tank

Friday, August 15 Bill Grub – New York Life & PTO present Meet the Teacher, 8 am - noon

Monday, August 18 First day of school (1-5th grade)

Friday, August 22 First day of school (Kindergarten)

Kindergarten & New Parent Coffee, 8:40 – 9:15 am, PV Media Center

September

Monday, Sept. 1 No school, Labor Day Holiday

Wednesday Sept. 3 Fun Fund Run Committee Meeting 8:30 am, PV Think Tank

Monday, Sept. 8 Executive Board Meeting 9:00 PV Think Tank

Thursday, Sept. 11 Individual Photos

Friday, Sept. 12 No School, Teacher In-service Day

Monday, Sept. 15 Fun Fund Run Class Liaison Meeting 9 am, PV Cafeteria

Monday, Sept. 15 Open House 6:30-745 pm Kindergarten, Second, Forth

Tuesday, Sept. 16 Open House 6:30-745 pm First, Third, Fifth

Thurs., Sept. 18 Fun Fund Run/Jaguar Pep Rallies with Jaxson de Ville!

Monday, Sept. 22 Room Parent Meeting 9:00am PV Cafeteria

Tuesday, Sept.23 PTO Welcome Coffee & General Membership Mtg. 9 am PV Cafeteria

Tuesday, Sept.23 CAAP Orientation Meeting 10 am PV Stage

Wednesday, Sept. 24 Box Top Room Coordinators Mtg. 9 am PV Cafeteria

September Fun Fund Run General Meeting

October

Monday, Oct. 6 Executive Board Mtg., 9:00 PV, Think Tank

Wednesday, Oct. 8 Individual Retakes

Thursday, Oct. 9 Fitness Together presents the Fun Fund Run!!

Friday, Oct. 10 Fun Fund Run rain day

Thursday, Oct. 23 Deadline for Box Top Collections

Friday, Oct. 24 Teacher Planning day – Student Holiday

Monday, Oct. 27 Fitness Together presents Fun Fund Run Reveal Day! Wear FFR shirts and flip flops

Wed-Thur. Oct. 29-30 Fall Book Fair Set up

November

Monday, Nov. 3 Begin Blessings in a Backpack and Helping for the Holidays collection

Monday, Nov. 3 Fishman Pediatric Dentistry presents Fall Book Fair

Monday Nov 3 Executive Board Mtg., 9:00, PV Think Tank

Wednesday, Nov. 5 Kick Off Meeting - Spring Carnival 9:00 am PV cafeteria

Thursday, Nov. 6 Evening Book Fair

Monday Nov. 10 End of Fishman Pediatric Dentistry presents Fall Book Fair

Tuesday Nov. 11 Veterans Day – Student/Teacher Holiday

Friday Nov. 14 Last day of Blessings in a Backpack/ Helping for the Holidays collection

Wed-Fri Nov 26-28 Thanksgiving Break

December

Monday, Dec. 1 Executive Board Mtg., 9:00, PV Think Tank

Friday, Dec. 19 Last Day of School Prior to Winter Break - Early Release

Mon Dec. 22-Jan 2 Winter Break

January.

Monday, Jan. 5 Teacher Planning Day – Student Holiday

Tuesday, Jan. 6 Classes resume

Monday, Jan. 12 Executive Board Mtg., 9:00, PV Think Tank

Wednesday, Jan. 14 Spring Carnival Mtg., 9:00am, PV Cafeteria

Friday, Jan. 16 Deadline for Box Top Collections

Monday, Jan. 19 Martin Luther King Day Student/Teacher Holiday

Thursday, Jan. 22 Kick off Meeting- Staff Appreciation 9 am PV Cafeteria

February

Monday, Feb. 2 Teacher In-service Day – Student Holiday

Wednesday, Feb. 4 Spring Carnival Mtg., 9:00am, PV Cafeteria

Monday, Feb. 9 Executive Board Mtg., 9:00, PV Think Tank

Monday, Feb. 16 Presidents Day Student/Teacher Holiday

Wednesday, Feb. 25 Spring Carnival Mtg., 9:00am, PV Cafeteria

March

Monday, March 2 Executive Board Mtg., 9:00, PV Think Tank

Saturday, March 7 Lazzara Orthodontics presents Spring Carnival 12- 5

March Yearbook pre-orders

Friday, March 13 Teacher Planning Day – Student Holiday

Mon-Fri, March 16-20 Spring Break

Monday, March 23 Classes resume

March/April Pet Paradise presents First day of Spring Book Fair

April

Friday, April 3 Student/Teacher Holiday

April Last day of Pet Paradise presents Spring Book Fair

Monday, April 6 Executive Board Mtg., 9:00, Think Tank

Monday, April 27 First day of Natural Life presents Staff Appreciation Week

May

Friday, May 1 Individual/Class Photos

Friday, May 1 Last day of Natural Life presents Staff Appreciation Week

Monday, May 4 Executive Board Mtg., 9:00, PV Think Tank

Friday, May 15 Deadline for Box Top Collections

Tuesday, May 19 PTO General Mtg., 9am PV Cafeteria

Monday, May 25 Memorial Day Student/teacher Holiday

Friday, May 29 Fifth Grade Talent Show, 6:00pm Rawlings Cafeteria

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

Business Partners in Education has been a broad brush stroke program in SJCS D for many years. PVPV / Rawlings has refined this program into a more narrowly targeted long term strategic fundraising effort. It is our PTO's belief that the future of fundraising is changing and we must shift our focus to quality long term relationships and events in our own community. Each partnership will be created on an individual basis to best address both the Partner's and the school's needs. There is a minimum investment of \$5,000 and multi-year agreements are preferred. The program is currently managed by Community Partnership Liaison, Tiffany Oliva.

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
Furness, Kathleen	Principal
Garlanger, Rita	Assistant Principal
VanHousen, Catherine	Assistant Principal
Brubaker, Lisa	Instructional Coach

Duties

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

Principal, Assistant Principal, and Curriculum Resource Coordinator: Provide a common vision for the use of data-based decision-making, ensure that the school based-team is implementing Rtl, provide continual guidance and support for the effective implementation of Rtl.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Instructional Literacy Coach for Core Curriculum: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Manage current Rtl student data, fidelity checks, and key communicator of the Rtl process between teachers, parents, and students.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child services and community agencies to the schools and families to support the child's academic emotional, behavioral, and social success. The school counselors also work side by side with the Instructional Coach to assist with data collection, fidelity checks, and Rtl conferences.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening, measures; and helps identify systemic patterns of student need with respect to language

skills.

General Education Teachers: (Primary and Intermediate): Provides information about core instruction, participates in student collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through such activities as co-teaching. Provides guidance and support, bridge between RtI and ESE process.

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 RtI/MTSS team meets weekly to monitor and review all RtI academic and behavior plans. The team meets with teachers to discuss individual students and create plans based on data. Team members are responsible for conducting Fidelity Checks and classroom observations on students who are on RtI plans. Resource allocation is designed to best support the success of all students, especially those who are receiving support through the RtI/MTSS process.

The district, through Title II funding, initiated the implementation of the DBQ Project (Document Based Questioning) to promote rigorous reading and writing instruction for all students, not just those in advanced classes. All third, fourth and fifth-grade teachers were trained and the school funded the purchase of additional DBQ kits to increase availability of these resources in our intermediate classrooms.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lisa Brubaker	Teacher
Kathleen Furness	Principal
Michelle Ackerman	Parent
Laurie Berger	Parent
Alma Biba	Parent
Yvette Cubero	Teacher
Vance Edeker	Teacher
Susan Kelly	Parent
Molly James	Parent
Dan Monk	Business/Community
Angela Moss	Parent
Gwinn Volen	Parent
Carol Whitty	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

The School Advisory Council is a partnership of volunteers who work together to establish and maintain good communication among the school, parents, and community, and encourage parents and community members to participate in education. SAC members provide ideas and opinions to improve the education of students in our school. The membership includes school faculty and staff, parents, and community members.

We created the ballot for determining the use of School Recognition Funds, continued to monitor student data, and oversaw the SIP budget.

Development of this school improvement plan

The School Improvement Plan is presented to the members of the School Advisory Council during the first meeting of the year. Members have the opportunity to provide input and assist with the development of the plan.

Preparation of the school's annual budget and plan

The School Advisory Council is involved with the school budget and School Improvement Plan. The group reviews and councils administration on decisions affecting all student learning.

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

Near the end of the 2013-14 school year, SAC was informed that it would receive \$5 per student, which totaled approximately \$5,000. In addition, there may be some school recognition money this year. Teachers are encouraged to make requests for Professional Learning opportunities that has the potential to enhance all student learning.

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
Brubaker, Lisa	Instructional Coach
Furness, Kathleen	Principal
Garlanger, Rita	Assistant Principal
VanHousen, Catherine	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will analyze and maintain current best practice. Through on-going grade level and individual meetings, the LLT will continue to emphasize encouraging gains among the students in the Lower Quartile for Reading. Teachers participate in the FLDOE's Literacy Week activities. Students are invited to attend celebrations for their work in Accelerated Reader. Students are awarded for high achievement by being invited to serve as Principal for the Day. Students participate in Battle of the Books, a competition celebrating knowledge of the Florida Sunshine State books. Literacy instruction

is combined with Writing instruction as a means of nurturing understanding of the written word. Every students tracks their own progress in STAR Reading levels. They are guided in selecting appropriate leveled text.

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 attend quarterly Data Dialogues, where they collaboratively evaluate student data as a basis for planning instruction. Protected grade-level team planning time is provided each month. Technology Team representing all grade levels presents bi-monthly instructional ideas learned from District workshops. Teachers attend monthly virtual meetings with the District Elementary Specialists. Teachers choose Inservice opportunities during bi-annual District Inservice Learning Days. Teachers may participate in the District's exercise Incentive called Focus on Fitness. At Faculty Meetings, the Principal recognizes staff for achievements in education.

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

1. Utilization of district PATS program; Kathleen Furness
2. Support teachers in accessing professional development opportunities to enhance their content expertise and pedagogical skills; Kathleen Furness
3. Create professional learning communities (PLC) to deepen content knowledge; Kathleen Furness
4. Reassign teachers to areas in which they are highly qualified; Kathleen Furness

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

All of the mentors are veteran teachers who are paired mentees with teachers new to the school. Each of them has been assigned an experienced mentor teacher on the same grade level. Mentors and mentees meet as needed to plan and discuss school based strategies and expectations. Lisa Brubaker will serve as a mentor; she has attended the District's Mentor Training.

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

Teachers meet four times a year to review curriculum maps, results of quarterly district formative assessments and DE assessments to prepare upcoming instructional materials. Teachers also use this information to identify small intervention groups of students.

Student data is used to identify those who need intensive math and reading services, which include "push in" and "pull out" time with SAI tutors, who are also certified teachers.

Detailed data reports are accessed through Performance Plus, the reporting system available to all teachers and administrators. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations. Students are also encouraged to attend enrichment Mini Camps offered throughout the school year.

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:

Students are provided several after-school clubs in which they may participate, including: Student Council, Student Ambassadors, Art Club, Music Club, the Video Production Team, and the character-education-based Girls on the Run.

Strategy Rationale

Many students and parents request additional time to help students set goals and make positive choices to stay focused on being the best students they can be.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Garlanger, Rita, rita.garlanger@stjohns.k12.fl.us

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

Club sign-in sheets to monitor participation; anecdotal evidence of student success stories.

Strategy: Before School Program

Minutes added to school year:

Computer Labs are open before school each morning.

Strategy Rationale

Deeper understanding and abilities in keyboarding, math and reading comprehension are needed.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Furness, Kathleen, kathleen.furness@stjohns.k12.fl.us

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

Sign-in sheets monitor participation levels; completed computer exercises assist teachers in evaluating student progress.

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

The Kindergarten teachers invite the directors of local child care providers in order to review expectations and share developmentally appropriate learning environments. At the start of each year, Kindergarten students attend school using a staggered start system. This allows the teacher to assess readiness and acclimate students to the classroom environment. Before students transition from 5th grade to middle school, they are transported for a field study to the local middle school, where they are provided an orientation and given a tour. Also, guidance counselors and the principal from the middle school come to PVPV/Rawlings for an assembly. Students moving from 2nd grade at the PVPV campus to 3rd grade at the Rawlings campus are provided an orientation of intermediate programs and given tours by the leadership academy students.

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.** Students who performed in the lowest quartile on the 2013-14 Reading FCAT will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency.

- G2.** All teachers will collaboratively establish expectations for high quality writing instruction, and they will consistently meet those expectations in their classrooms.

- G3.** Students who performed in the lowest quartile on the 2013-14 Math FCAT will increase their abilities to support and defend answers to grade-level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies.

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. Students who performed in the lowest quartile on the 2013-14 Reading FCAT will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency. 1a

G043416

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	85.0

Resources Available to Support the Goal 2

- Classroom tutors for pull-out reading strategies sessions

Targeted Barriers to Achieving the Goal 3

- funding for tutors

Plan to Monitor Progress Toward G1. 8

Data will be gathered monthly to analyze Reading scores from DE and classroom assessments.

Person Responsible

Lisa Brubaker

Schedule

Monthly, from 9/2/2014 to 3/13/2015

Evidence of Completion

ILC will keep a spreadsheet to gather and analyze reading scores from DE and classroom assessments.

G2. All teachers will collaboratively establish expectations for high quality writing instruction, and they will consistently meet those expectations in their classrooms. 1a

G036263

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0

Resources Available to Support the Goal 2

- My Access Writing
- Software program that allows students to keyboard essays and receive immediate, specific feedback for revisions.

Targeted Barriers to Achieving the Goal 3

- Teacher training

Plan to Monitor Progress Toward G2. 8

Student reports in My Access Writing and FSA Writing scores.

Person Responsible

Catherine VanHousen

Schedule

Monthly, from 10/30/2014 to 3/20/2015

Evidence of Completion

FSA Writing scores will be incorporated into the Reading FSA proficiency scores.

G3. Students who performed in the lowest quartile on the 2013-14 Math FCAT will increase their abilities to support and defend answers to grade-level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies. 1a

G036264

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	78.0

Resources Available to Support the Goal 2

- Go Math materials, specifically the Intervention Kits, CPalms formative assessments

Targeted Barriers to Achieving the Goal 3

- Teacher training in Go Math materials, the Math FSA, the Florida Math Standards, and CPalms formative assessments .

Plan to Monitor Progress Toward G3. 8

Lowest quartile math students' scores in DE and classroom assessments. Also, Math FSA scores will be analyzed at the end of the year.

Person Responsible

Lisa Brubaker

Schedule

Monthly, from 9/3/2014 to 6/3/2015

Evidence of Completion

Report Cards, Discovery Education Assessments, Math FSA

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. Students who performed in the lowest quartile on the 2013-14 Reading FCAT will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency. **1**

 G043416

G1.B2 funding for tutors **2**

 B106387

G1.B2.S1 Use SAI funds for tutors, at least through March 2015 **4**

 S117671

Strategy Rationale

Students in the lower quartile for Reading need individualized support to develop further understanding of reading and test-taking strategies.

Action Step 1 **5**

Two tutors (certified teachers) will be hired and scheduled strategically to pull out students from the lower quartile in Reading to work in small groups on reading comprehension for 30 minutes a day.

Person Responsible

Lisa Brubaker

Schedule

Daily, from 9/2/2014 to 3/13/2015

Evidence of Completion

Student Reading comprehension scores in DE, classroom assessments, and FSA

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Tutors will work closely with ILC and classroom teachers to plan and monitor effectiveness of reading strategies for students in the lower quartile for Reading.

Person Responsible

Lisa Brubaker

Schedule

Daily, from 9/2/2014 to 3/13/2015

Evidence of Completion

Schedules, lesson plans, notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom teachers will meet monthly with ILC and tutors to review effectiveness of implementation.

Person Responsible

Lisa Brubaker

Schedule

Monthly, from 9/2/2014 to 3/13/2015

Evidence of Completion

Lessons plans, notes, anecdotal evidence, data

G2. All teachers will collaboratively establish expectations for high quality writing instruction, and they will consistently meet those expectations in their classrooms. 1

G036263

G2.B1 Teacher training 2

B086800

G2.B1.S1 Teacher Professional Learning opportunities 4

S097508

Strategy Rationale

Teachers need time to process new software applications.

Action Step 1 5

Teachers will be provided My Access Writing PD workshop.

Person Responsible

Catherine VanHousen

Schedule

Every 2 Months, from 9/17/2014 to 12/17/2014

Evidence of Completion

Student reports in My Access Writing.

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

Classroom observations, student reports, celebrate student success

Person Responsible

Catherine VanHousen

Schedule

Monthly, from 10/30/2014 to 12/18/2014

Evidence of Completion

Ongoing participation of students in the My Access Writing program, and classroom activities that demonstrate expectations for excellent student writing facilitated by teachers.

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

Teacher exit surveys

Person Responsible

Catherine VanHousen

Schedule

Monthly, from 10/30/2014 to 12/18/2014

Evidence of Completion

Teacher attitudes about the use of the software, and how it engages and motivates their students.

G3. Students who performed in the lowest quartile on the 2013-14 Math FCAT will increase their abilities to support and defend answers to grade-level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies. 1

 G036264

G3.B1 Teacher training in Go Math materials, the Math FSA, the Florida Math Standards, and CPalms formative assessments. 2

 B086801

G3.B1.S1 Professional Learning opportunities for teachers in Go Math materials, district-formulated curriculum maps, Math FSA, Florida Math Standards, and CPalms formative assessments. 4

 S097511

Strategy Rationale

Teachers need time to incorporate and develop strategies using Go Math materials, district-formulated curriculum maps, Math FSA, Florida Math Standards, and the wealth of resources in CPalms.

Action Step 1 5

Teachers will participate in Professional Learning opportunities in Go Math materials, district-formulated curriculum maps, Math FSA, Florida Math Standards, and CPalms.

Person Responsible

Lisa Brubaker

Schedule

Monthly, from 9/3/2014 to 4/15/2015

Evidence of Completion

Attendance sheets at workshops, lowest quartile data tracking, classroom observations.

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

Observations completed by the administrative team (walk-throughs/formals) of teachers and facilitator during PD workshops.

Person Responsible

Kathleen Furness

Schedule

Monthly, from 9/3/2014 to 4/15/2015

Evidence of Completion

Facilitator rated effective or highly effective during PD trainings.

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

Observations completed by the administrative team (walk-throughs/formals) of teachers using strategies in Go Math materials, curriculum maps, Florida Math Standards and CPalms. Also, participation of teachers during the training will be observed, as well as teacher surveys completed at the end of each training.

Person Responsible

Lisa Brubaker

Schedule

Monthly, from 9/3/2014 to 4/15/2015

Evidence of Completion

"Number Talks" observed during evaluations (walk throughs/formals) and written feedback in surveys given to ILC based on Marzano's instructional framework and observation protocol/EEE evaluation system

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	Teachers will be provided My Access Writing PD workshop.	VanHousen, Catherine	9/17/2014	Student reports in My Access Writing.	12/17/2014 every-2-months
G3.B1.S1.A1	Teachers will participate in Professional Learning opportunities in Go Math materials, district-formulated curriculum maps, Math FSA, Florida Math Standards, and CPalms.	Brubaker, Lisa	9/3/2014	Attendance sheets at workshops, lowest quartile data tracking, classroom observations.	4/15/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Two tutors (certified teachers) will be hired and scheduled strategically to pull out students from the lower quartile in Reading to work in small groups on reading comprehension for 30 minutes a day.	Brubaker, Lisa	9/2/2014	Student Reading comprehension scores in DE, classroom assessments, and FSA	3/13/2015 daily
G1.MA1	Data will be gathered monthly to analyze Reading scores from DE and classroom assessments.	Brubaker, Lisa	9/2/2014	ILC will keep a spreadsheet to gather and analyze reading scores from DE and classroom assessments.	3/13/2015 monthly
G1.B2.S1.MA1	Classroom teachers will meet monthly with ILC and tutors to review effectiveness of implementation.	Brubaker, Lisa	9/2/2014	Lessons plans, notes, anecdotal evidence, data	3/13/2015 monthly
G1.B2.S1.MA1	Tutors will work closely with ILC and classroom teachers to plan and monitor effectiveness of reading strategies for students in the lower quartile for Reading.	Brubaker, Lisa	9/2/2014	Schedules, lesson plans, notes	3/13/2015 daily
G2.MA1	Student reports in My Access Writing and FSA Writing scores.	VanHousen, Catherine	10/30/2014	FSA Writing scores will be incorporated into the Reading FSA proficiency scores.	3/20/2015 monthly
G2.B1.S1.MA1	Teacher exit surveys	VanHousen, Catherine	10/30/2014	Teacher attitudes about the use of the software, and how it engages and motivates their students.	12/18/2014 monthly
G2.B1.S1.MA1	Classroom observations, student reports, celebrate student success	VanHousen, Catherine	10/30/2014	Ongoing participation of students in the My Access Writing program, and classroom activities that demonstrate expectations for excellent student writing facilitated by teachers.	12/18/2014 monthly
G3.MA1	Lowest quartile math students' scores in DE and classroom assessments. Also, Math FSA scores will be analyzed at the end of the year.	Brubaker, Lisa	9/3/2014	Report Cards, Discovery Education Assessments, Math FSA	6/3/2015 monthly
G3.B1.S1.MA1	Observations completed by the administrative team (walk-throughs/formals) of teachers using strategies in Go Math materials, curriculum maps, Florida Math Standards and CPalms. Also, participation of teachers during the training will be observed, as well as teacher surveys completed at the end of each training.	Brubaker, Lisa	9/3/2014	"Number Talks" observed during evaluations (walk throughs/formals) and written feedback in surveys given to ILC based on Marzano's instructional framework and observation protocol/EEE evaluation system	4/15/2015 monthly
G3.B1.S1.MA1	Observations completed by the administrative team (walk-throughs/formals) of teachers and facilitator during PD workshops.	Furness, Kathleen	9/3/2014	Facilitator rated effective or highly effective during PD trainings.	4/15/2015 monthly

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.

G2. All teachers will collaboratively establish expectations for high quality writing instruction, and they will consistently meet those expectations in their classrooms.

G2.B1 Teacher training

G2.B1.S1 Teacher Professional Learning opportunities

PD Opportunity 1

Teachers will be provided My Access Writing PD workshop.

Facilitator

Catherine VanHousen with help from Lisa Brubaker.

Participants

4th and 5th grade teachers

Schedule

Every 2 Months, from 9/17/2014 to 12/17/2014

G3. Students who performed in the lowest quartile on the 2013-14 Math FCAT will increase their abilities to support and defend answers to grade-level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies.

G3.B1 Teacher training in Go Math materials, the Math FSA, the Florida Math Standards, and CPalms formative assessments .

G3.B1.S1 Professional Learning opportunities for teachers in Go Math materials, district-formulated curriculum maps, Math FSA, Florida Math Standards, and CPalms formative assessments.

PD Opportunity 1

Teachers will participate in Professional Learning opportunities in Go Math materials, district-formulated curriculum maps, Math FSA, Florida Math Standards, and CPalms.

Facilitator

ILC Lisa Brubaker

Participants

Math content teachers, ESE teachers

Schedule

Monthly, from 9/3/2014 to 4/15/2015

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: Students who performed in the lowest quartile on the 2013-14 Reading FCAT will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency.	9,350
Goal 2: All teachers will collaboratively establish expectations for high quality writing instruction, and they will consistently meet those expectations in their classrooms.	4,000
Goal 3: Students who performed in the lowest quartile on the 2013-14 Math FCAT will increase their abilities to support and defend answers to grade-level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies.	9,350
Grand Total	22,700

Goal 1: Students who performed in the lowest quartile on the 2013-14 Reading FCAT will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency.

Description	Source	Total
B2.S1.A1 - SAI	Other	9,350
Total Goal 1		9,350

Goal 2: All teachers will collaboratively establish expectations for high quality writing instruction, and they will consistently meet those expectations in their classrooms.

Description	Source	Total
B1.S1.A1 - 400 licenses My Access Writing (4th & 5th grade)	General Fund	4,000
Total Goal 2		4,000

Goal 3: Students who performed in the lowest quartile on the 2013-14 Math FCAT will increase their abilities to support and defend answers to grade-level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies.

Description	Source	Total
B1.S1.A1 - Substitutes	School Improvement Funds	9,350
Total Goal 3		9,350