



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Otis A. Mason Elementary School
207 MASON MANATEE WAY
St Augustine, FL 32086
904-547-8440
www-mes.stjohns.k12.fl.us

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 53%
Alternative/ESE Center No	Charter School No	Minority Rate 24%

School Grades History

2013-14 B	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Otis A. Mason Elementary School

Principal

Kim Dixon

School Advisory Council chair

Anthony Pacholek

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

Name	Title
Pattie Foulk	Assistant Principal
Sally Cunningham	ILC
Francine Wilkerson	SLP
Teri Evans	School Psychologist
Carol Schaefer	Guidance Counselor

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph G Joyner

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

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

Membership of the SAC

Otis A. Mason SAC team consists of the Chairperson, Jeanne Siragusa, Principal Kim Dixon, Vice Principal Pattie Foulk. Our District buddy is Cathy Weber. 51% of our team will be represented by parents of various economic status and 49% by faculty and staff members.

Involvement of the SAC in the development of the SIP

The SIP plan is created by all team members. Otis A. Mason Elementary SAC team met in April of 2013 to discuss and create much of the vision for our SAC team for the 2013-2014 school year.

Activities of the SAC for the upcoming school year

SAC will meet a minimum of 8 times. We will meet in April for our annual vision meeting, inviting members of our school community, teachers and staff, and SAC team. We will work in conjunction with

our Title I, Parental Involvement group to create, implement, and monitor the plan we create for improved student achievement.

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

School Improvement funds will be allocated on a case by case basis. All funds requests will be presented at a scheduled SAC meeting. The party receiving funds will present the outcome of their activity to the SAC team at a subsequent meeting. Additionally, when funds are used for staff training, participants will be required to collaborate and share with the appropriate audience based on the training received.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kim Dixon

Principal	Years as Administrator: 8	Years at Current School: 2
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Credentials

Masters in Education University of North Florida; Bachelor of Science Bethune Cookman College; Certified Elementary Education; Middle School Integrated Curriculum; National Board Certified

Performance Record

2008-2009 Grade: A. 64% Reading, 56% Math, 92% Writing,
 2009-2010: Grade: A. 71% Reading, 65% Math, 91% Writing,
 52% Science, 60% Reading Gains: 71% Math Gains, 59% Lowest
 25%: Reading, 66% Lowest 25% Math.
 2010-2011 Grade: A. 67% Reading, 72% Math, 42% Science, 58%
 Reading Gains: 68% Math Gains, 62% Lowest 25% Reading
 67% Lowest 25% Math.
 2011-2012: Grade B. 70% Reading, 63% Math, 57% Science, 76%
 Reading Gains, 50% Math Gains, 41% Lowest 25% Reading,
 44% Lowest 25% Math.
 2012-2013: Grade C. 67% Reading, 68% Math, 66% Science,
 60%, 54% writing. 59% Reading Gains, 52% Math Gains, 53%
 Lowest 25%: Reading, 49% Lowest 53% Math.

Pattie Foulk

Asst Principal

Years as Administrator: 9

Years at Current School: 2

Credentials

BA Elementary Education, Early Childhood Education, Florida State University. M.A. Educational Leadership, University of North Florida Reading Endorsement, and ESOL Endorsed.
 Assistant Principal – PV/Rawlings Elementary 2005-2012
 Assistant Principal Otis A. Mason Elementary 2012-Present

Performance Record

2012-2013: Grade C. 67% Reading, 68% Math, 66% Science, 60%, 54% writing. 59% Reading Gains, 52% Math Gains, 53% Lowest 25%: Reading, 49% Lowest 53% Math.
 PV/Rawlings Elementary 2011-2012, Grade A
 Meeting High Standards in Reading 86% , Meeting High Standards in Math 81% , Meeting High Standards in Writing (3.0 and above) 91%, Meeting High Standards in Science 81% , and AYP was met.
 Assistant Principal – PV/Rawlings Elementary 2010-2011, Grade A
 Meeting High Standards in Reading 96%, Meeting High Standards in Math 93%, Meeting High Standards in Writing 91% (4.0 and above), Meeting High Standards in Science 87%, and AYP was met.
 Assistant Principal – PV/Rawlings Elementary 2009-2010, Grade A
 Meeting High Standards in Reading 95%, Meeting High Standards in Math 97%, Meeting High Standards in Writing 87% (4.0 and above), Meeting High Standards in Science 87%, and AYP was met.
 Assistant Principal – PV/Rawlings Elementary 2008-2009, Grade A
 Meeting High Standards in Reading 96%, Meeting High Standards in Math 96%, Meeting High Standards in Writing 94% (3.5 and above), Meeting High Standards in Science 80%, and AYP was met.
 Assistant Principal – PV/Rawlings Elementary 2007-2008, Grade A
 Meeting High Standards in Reading 95%, Meeting High Standards in Math 91%, Meeting High Standards in Writing 83% (3.5 and above), Meeting High Standards in Science 74%, and AYP was met.
 Assistant Principal – PV/Rawlings Elementary 2006-2007, Grade A
 Meeting High Standards in Reading 96%, Meeting High Standards in Math 89%, Meeting High Standards in Writing 93% (3.5 and above), Meeting High Standards in Science 77%, and AYP was met.
 Assistant Principal – PV/Rawlings Elementary 2005-2006, Grade A
 Meeting High Standards in Reading 93%, Meeting High

Standards in Math 91%, Meeting High Standards in Writing 90% (3.5 and above), and AYP was met.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sally Cunningham

Full-time / School-based

Years as Coach: 0

Years at Current School: 22

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

Credentials

Bachelor of Science Elementary Education, ESOL certification, National Board Certification, NBPTS: Middle Childhood Generalist

Performance Record

Teacher of the year Otis A. Mason 1991, 2008

Classroom Teachers

of classroom teachers

42

receiving effective rating or higher

42, 100%

Highly Qualified Teachers

100%

certified in-field

40, 95%

ESOL endorsed

22, 52%

reading endorsed

4, 10%

with advanced degrees

18, 43%

National Board Certified

1, 2%

first-year teachers

5, 12%

with 1-5 years of experience

7, 17%

with 6-14 years of experience

10, 24%

with 15 or more years of experience

20, 48%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Otis A. Mason hires only the highest quality teachers. Kim Dixon and Pattie Foulk 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.

Teacher Mentoring Program/Plan

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

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

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.

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

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

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

The 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/Rti 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/Rti 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.

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

The MTSS/Rti 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.

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

The leadership team meetings focus on maintaining a problem solving process in order to meet the needs of teachers and struggling students. The team meets weekly to review universal screening data, progress monitoring data and identify students at risk. Regular collaboration with teachers during scheduled Wednesday team meetings and other times as necessary are held to assist with planning and implementation of strategies, programs and resources for students at risk. Core team members conduct checks as required to ensure fidelity in the implementation of student plans.

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

Data sources used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in all areas include: FAIR, Discovery Education, Curriculum Based Assessments, DRA, IRLA, Curriculum Based Assessments, FCAT, and teacher made assessments.

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

At the beginning of the school year, opportunities for training on MTSS/Rti are provided by the Instructional Literacy Coach and guidance counselor. Trainings occur throughout the year for the entire staff during common planning times, District Inservice Days and Early Release Wednesdays. The Core Team members also provide coaching, assistance, and training opportunities.

Parent-teacher conferences are scheduled in the fall and spring and as needed. Teachers communicate the expectations for success and opportunities the MTSS/Rti system provide during these conferences. Parents are provided with printed information that explains the process. Parents are also encouraged and invited to attend meetings about their child's progress in the MTSS/Rti system.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

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 Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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 was used to determine the effectiveness of the strategy.

Who is responsible for monitoring implementation of this strategy?

School administration and classroom teachers are responsible for monitoring the implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Sally Cunningham	Instructional Literacy Coach
Lisa Bazler	Primary Teacher
Amy Brim	Intermediate Teacher
Pattie Foulk	Assistant Principal
Kim Dixon	Principal
Amanda Zakrocki	Primary Teacher
Anna Sabate	Intermediate Teacher
Laura Strauss	Primary teacher
Sheryl Lepera	Primary teacher
Mary DiGregorio	Primary teacher
Torie Austin	Primary teacher
Lisa Bryant	Primary teacher

How the school-based LLT functions

The school based LLT provides training, modeling, and guidance regarding staff needs. They work closely with administration and the ILC to identify staff training needs and provide large and small group training in addition to in-classroom modeling and feedback. The LLT provides guidance and facilitates workshops on Inservice days, after school, and as needed, during the summer months.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

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

All instructional staff at Mason have been trained in effective reading instruction. School wide participation in Daily Five and the workshop model has been established. Additionally, training in remedial programs such as LLI, Great Leaps, and Read Naturally has been provided to ensure that striving readers have opportunities for immediate remediation/intervention. A school wide intervention period has been established that provides targeted instruction for all students based on their identified area(s) of need. This period, known as TIDE (Targeted Interventions, Differentiation, and Enrichment) is held each day for 30 minutes. All staff members are trained in the specific intervention they are responsible for implementing. Additionally, all teachers are expected to incorporate reading/literacy instruction during their class time.

Preschool Transition

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

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

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 will be planned in the spring.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	77%	67%	No	79%
American Indian				
Asian				
Black/African American	48%	43%	No	53%
Hispanic				
White	80%	71%	No	82%
English language learners				
Students with disabilities	33%	19%	No	40%
Economically disadvantaged	62%	56%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	29%	32%
Students scoring at or above Achievement Level 4	95	39%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	82	59%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	16	49%	52%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	36%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	44	54%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	66%	No	73%
American Indian				
Asian				
Black/African American	43%	26%	No	49%
Hispanic				
White	73%	71%	No	76%
English language learners				
Students with disabilities	43%	16%	No	49%
Economically disadvantaged	59%	54%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	33%	36%
Students scoring at or above Achievement Level 4	80	33%	36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	74	52%	55%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	53%	56%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	35%	38%
Students scoring at or above Achievement Level 4	18	25%	28%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		3
Participation in STEM-related experiences provided for students	600	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	132	21%	18%
Students retained, pursuant to s. 1008.25, F.S.	13	2%	1%
Students who are not proficient in reading by third grade	23	25%	22%
Students who receive two or more behavior referrals	7	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	2%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Please see the Parent Involvement Plan submitted for Otis A. Mason Elementary.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

To provide a school wide character education program through the use of daily "Words of Wisdom" program and scheduled weekly character lessons that include a focus on the pillars of character and bullying.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Daily character lessons using Words of Wisdom			100%
Weekly character lessons			100%

Goals Summary

- G1.** Increase and support participation in the workshop model to meet common core standards expectations and differentiate instruction for all types of learners.
- G2.** School wide implementation of the AVID model.
- G3.** Increase parental involvement.

Goals Detail

G1. Increase and support participation in the workshop model to meet common core standards expectations and differentiate instruction for all types of learners.

Targets Supported

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

Resources Available to Support the Goal

- Daily Five and Cafe materials, ILC and School Leadership Team support.

Targeted Barriers to Achieving the Goal

- Not all staff are trained or comfortable with the workshop model.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule:

Quarterly and at the end of the school year.

Evidence of Completion:

FCAT, DE, DFAs

G2. School wide implementation of the AVID model.

Targets Supported

Resources Available to Support the Goal

- AVID resources provided by Title I

Targeted Barriers to Achieving the Goal

- This is the first year of implementation of the new model.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administration, Title I staff, ILC

Target Dates or Schedule:

Ongoing throughout the school year

Evidence of Completion:

iObservation feedback, AVID monitoring tools

G3. Increase parental involvement.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- PTA, Parent Liaison Clerk

Targeted Barriers to Achieving the Goal

- Lack of meaningful participation in SAC and PTA
- Parents lack of understanding of Common Core Standards

Plan to Monitor Progress Toward the Goal

Meaningful surveys

Person or Persons Responsible

SAC and Administration

Target Dates or Schedule:

2 times per year

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

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase and support participation in the workshop model to meet common core standards expectations and differentiate instruction for all types of learners.

G1.B1 Not all staff are trained or comfortable with the workshop model.

G1.B1.S1 Utilize the ILC, administration and school based experts to train and model workshop model strategies for reading.

Action Step 1

All instructional staff will be trained to use the workshop model.

Person or Persons Responsible

The ILC and school based leadership team experts will train and support staff members. Administration will support and monitor implementation and provide feedback.

Target Dates or Schedule

Throughout the year during PLCs, early release Wednesday training days, ongoing opportunities provided before, during and after school.

Evidence of Completion

Sign in sheets, observation feedback.

Facilitator:

ILC, School based experts

Participants:

All instructional staff

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

Training, modeling, and growth

Person or Persons Responsible

Administration, school based ILC, and district based ILCs and CAST staff will monitor for fidelity of implementation.

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Feedback directly to instructional staff both written and oral.

Plan to Monitor Effectiveness of G1.B1.S1

High yield strategy implementation using the workshop model as a foundation.

Person or Persons Responsible

Administration will monitor for fidelity of effectiveness.

Target Dates or Schedule

Throughout the school year during walkthroughs, informal and formal observations.

Evidence of Completion

iObservation data

G2. School wide implementation of the AVID model.

G2.B1 This is the first year of implementation of the new model.

G2.B1.S1 Participation in AVID training, including Summer Institute (SI), and school based training.

Action Step 1

Training in AVID strategies and systems.

Person or Persons Responsible

All teachers, ILC, and administration

Target Dates or Schedule

During the summer (Summer Institute-SI) and ongoing throughout the school year.

Evidence of Completion

Conference participants lists, core team meeting sign in sheets.

Facilitator:

AVID staff, district AVID representative, Core Team

Participants:

All instructional staff and admin

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

AVID strategies utilized school wide

Person or Persons Responsible

Students and staff

Target Dates or Schedule

Daily throughout the school year.

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S1

Increased participation in AVID system

Person or Persons Responsible

Students and staff

Target Dates or Schedule

During classroom walkthroughs and quarterly

Evidence of Completion

Monitoring sheets and iObservation feedback, student use of AVID systems

G3. Increase parental involvement.

G3.B1 Lack of meaningful participation in SAC and PTA

G3.B1.S1 Utilize the parent liaison clerk to reach out to families, creating a variety of opportunities for parental involvement.

Action Step 1

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

Person or Persons Responsible

Parent Liaison Clerk, administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign in sheets, communication logs, needs assessment surveys

Facilitator:

Community resources, school and district staff

Participants:

Staff and families

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

Increase in the quantity and quality of parent participation activities during the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

During activities

Evidence of Completion

KNT logs, parent conference sign in sheets, activity sign in sheets and agendas, surveys

Plan to Monitor Effectiveness of G3.B1.S1

Increase in number of families participating in activities and positive responses on SAC survey

Person or Persons Responsible

SAC and administration

Target Dates or Schedule

Twice per year

Evidence of Completion

Sign in sheets, surveys

G3.B2 Parents lack of understanding of Common Core Standards

G3.B2.S1 Parent information through workshops, conferences, and meaningful talks.

Action Step 1

Provide information to parents on Common Core Strategies

Person or Persons Responsible

Teachers, administration, district office staff

Target Dates or Schedule

Throughout the year

Evidence of Completion

Teacher conference logs, sign in sheets, website information

Facilitator:

Teachers, administration, ILC, district office staff

Participants:

Teachers, administration, parents, students

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Meaningful discussions during grade level meetings and with parents during conferences

Person or Persons Responsible

Teachers, administration, parents

Target Dates or Schedule

Ongoing, throughout the year

Evidence of Completion

Grade level team meeting notes, parent conference notes

Plan to Monitor Effectiveness of G3.B2.S1

Increased knowledge and understanding of Common Core Standards.

Person or Persons Responsible

Parents, teachers, administration

Target Dates or Schedule

End of the first semester

Evidence of Completion

Sign in sheets for Title I/Open House meeting that featured the superintendent's message, parent conference logs

Coordination and Integration

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

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

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase and support participation in the workshop model to meet common core standards expectations and differentiate instruction for all types of learners.

G1.B1 Not all staff are trained or comfortable with the workshop model.

G1.B1.S1 Utilize the ILC, administration and school based experts to train and model workshop model strategies for reading.

PD Opportunity 1

All instructional staff will be trained to use the workshop model.

Facilitator

ILC, School based experts

Participants

All instructional staff

Target Dates or Schedule

Throughout the year during PLCs, early release Wednesday training days, ongoing opportunities provided before, during and after school.

Evidence of Completion

Sign in sheets, observation feedback.

G2. School wide implementation of the AVID model.

G2.B1 This is the first year of implementation of the new model.

G2.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 admin

Target Dates or Schedule

During the summer (Summer Institute-SI) and ongoing throughout the school year.

Evidence of Completion

Conference participants lists, core team meeting sign in sheets.

G3. Increase parental involvement.

G3.B1 Lack of meaningful participation in SAC and PTA

G3.B1.S1 Utilize the parent liaison clerk to reach out to families, creating a variety of opportunities for parental involvement.

PD Opportunity 1

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

Facilitator

Community resources, school and district staff

Participants

Staff and families

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign in sheets, communication logs, needs assessment surveys

G3.B2 Parents lack of understanding of Common Core Standards

G3.B2.S1 Parent information through workshops, conferences, and meaningful talks.

PD Opportunity 1

Provide information to parents on Common Core Strategies

Facilitator

Teachers, administration, ILC, district office staff

Participants

Teachers, administration, parents, students

Target Dates or Schedule

Throughout the year

Evidence of Completion

Teacher conference logs, sign in sheets, website information

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase and support participation in the workshop model to meet common core standards expectations and differentiate instruction for all types of learners.	\$5,000
G2.	School wide implementation of the AVID model.	\$20,000
G3.	Increase parental involvement.	\$20,000
Total		\$45,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I and Title II	\$5,000	\$5,000
Title I	\$30,000	\$30,000
Extra revenue and Title I	\$10,000	\$10,000
Total	\$45,000	\$45,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase and support participation in the workshop model to meet common core standards expectations and differentiate instruction for all types of learners.

G1.B1 Not all staff are trained or comfortable with the workshop model.

G1.B1.S1 Utilize the ILC, administration and school based experts to train and model workshop model strategies for reading.

Action Step 1

All instructional staff will be trained to use the workshop model.

Resource Type

Evidence-Based Program

Resource

Professional Literature, Lucy Calkins materials and workshops

Funding Source

Title I and Title II

Amount Needed

\$5,000

G2. School wide implementation of the AVID model.

G2.B1 This is the first year of implementation of the new model.

G2.B1.S1 Participation in AVID training, including Summer Institute (SI), and school based training.

Action Step 1

Training in AVID strategies and systems.

Resource Type

Evidence-Based Program

Resource

AVID training including Summer Institute (SI)

Funding Source

Title I

Amount Needed

\$20,000

G3. Increase parental involvement.

G3.B1 Lack of meaningful participation in SAC and PTA

G3.B1.S1 Utilize the parent liaison clerk to reach out to families, creating a variety of opportunities for parental involvement.

Action Step 1

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

Resource Type

Evidence-Based Program

Resource

Parent Liaison Clerk, materials

Funding Source

Extra revenue and Title I

Amount Needed

\$10,000

G3.B2 Parents lack of understanding of Common Core Standards

G3.B2.S1 Parent information through workshops, conferences, and meaningful talks.

Action Step 1

Provide information to parents on Common Core Strategies

Resource Type

Evidence-Based Program

Resource

Funding Source

Title I

Amount Needed

\$10,000