Ponte Vedra Palm Valley Rawlings Elementary School

2017-18 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 and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	No	14%

Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Ponte Vedra Palm Valley Rawlings Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 Aug. 30th (grades K, 2 & 4) and Aug. 31st (grades 1, 3 & 5).
Extended Day Program further extends the learning environment and affords social learning opportunities and physical activities.

b. 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. Students are able to get breakfast in both Cafeterias before school. 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. Students in K-2 are also honored weekly for being "Students of the Week."
Extended Day services with enrichment opportunities are offered before and after school for students of working parents.

c. 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.

d. 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 Patrol and the Student Council.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 also offer individual and small group sessions in their offices.
Gifted teachers receive training to support social/emotional learning as needed for students. A gifted resource teacher is stationed at PVPV/Rawlings two days a week to support the social-emotional needs of gifted students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

N/A

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	13	9	7	4	6	0	0	0	0	0	0	0	42
One or more suspensions	1	0	2	1	1	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	1	9	12	0	0	0	0	0	0	0	22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	0	3	1	0	0	0	0	0	0	0	5

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

Our newly formed SALT team (Student Academic Leadership Team) is comprised of principal, APs, ILC and Guidance Counselors. We meet weekly to identify and problem-solve for students in the Early Warning System.
Two part-time tutors (paid with SAI funds) support our students identified by the early warning system with academic support for reading and math. The MTSS core team refers to the Early Warning System to problem-solve supports for students with multiple indicators. The registrar tracks attendance data and alerts parents when tardies or absences become excessive. The class schedules all incorporate a half-hour intervention time so teachers can remediate and differentiate based on student needs.
Students who struggle academically in reading and math according to the Early Warning System and Lower Quartile data are invited to an after-school remediation camp two days a week with free transportation provided.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Our goal 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. We communicate monthly via our parent newsletter, The Wave. Our teachers send home weekly newsletter to keep parents informed of upcoming academic and campus community events.

The following is our extensive 2017-18 PVPV/Rawlings PTO/Event Calendar:

August

Tuesday, August 1 Executive Board Meeting, 9:00 am PV Think Tank
Wednesday, August 9 Lazzara Orthodontics Presents Meet The Teacher, 8:00am - 11:00 am
Thursday, August 10 First Day of School - 1st-5th grades
Tuesday, August 15 First Day of School - Kindergarten
Tuesday, August 15 The Goddard School Presents Boo Hoo & Yahoo Coffee, 8:40 - 9:15 am, PV Cafeteria
Tuesday, August 22 Room Parent Orientation, 8:45 am PV Cafeteria
Tuesday, August 22 Box Top Room Coordinators Meeting, 9:15 am PV Cafeteria
Monday, August 28 Executive Board Meeting, 9:00 am, PV Think Tank
Tuesday, August 29 Turtle Trot Committee Meeting, 9:00 am
Wed.-Thurs., Aug 30th & 31st SSYRA Mini Book Fair at Open House nights
Wednesday, August 30th Jake Bestic presents Open House 6:30-7:45 pm - K, 2nd, 4th
Thursday, August 31st Jake Bestic presents Open House 6:30-7:45 pm - 1st, 3rd, & 5th

September

Monday, September 4 Labor Day - Student/Teacher Holiday
Thursday, September 7 PTO General Membership Meeting, 8:40 am PV Cafeteria
Thursday, September 7 Chairs Training 9:30 am, PV Cafeteria
Tuesday, September 12 Turtle Trot Committee Meeting 9:00 am
Tuesday, September 12 Individual Pictures
Wednesday, September 13 Chick-fil-A presents Kid of Character Breakfast
Friday, September 15 Donuts with Dad, 7:15 - 8:00am, PV Cafeteria
Tuesday, September 19 Turtle Trot Class Liaison Meeting, 9:00 am
Wednesday, September 27 CAAP Orientation, 9:15 am, PV Cafeteria
Thursday, September 28 Turtle Trot Pep Rallies
Friday, September 29 Bach to Rock Lunch Concert Series - Rawlings

October

Monday, October 2 Executive Board Meeting, 9:00 am, PV Think Tank
Wednesday, October 11 Chick-fil-A presents Kid of Character Breakfast

Thursday, October 12 Coastal Luxury Outdoors presents the PVPV/Rawlings Turtle Trot
Friday, October 13 Coastal Luxury Outdoors presents the PVPV/Rawlings Turtle Trot rain day
Friday, October 13 Student Deadline for Box Tops
Monday, October 16 Teacher Planning Day – Student Holiday
Thursday, October 19 Turtle Trot: Reveal Day! (Flip Flops)
Friday, October 27 Bach to Rock Lunch Concert Series - PVPV
November
Thurs.-Thurs., November 2 - 9 Fishman Pediatric Dentistry presents Fall Book Fair (Rawlings)
Monday, November 6 Executive Board Meeting, 9:00 am, PV Think Tank
Wednesday, November 8 Chick-fil-A presents Kid of Character Breakfast
Wednesday, November 8 Evening Book Fair 4:30 - 6:30 pm
Thursday, November 9 Spring Carnival Kick-Off Meeting, 9:00 am
Friday, November 10 Veterans Day – Student/Teacher Holiday
Friday, November 17 Bach to Rock Lunch Concert Series - Rawlings
Wednesday-Friday, Nov. 22-24 Thanksgiving Break
December
Monday, December 4 Executive Board Meeting, 9:00 am, PV Think Tank
Monday, December 4 Kick-off Toy Drive for Otis Mason Elementary
Wednesday, December 13 Chick-fil-A presents Kid of Character Breakfast
Friday, December 15 Last Day of Toy Drive for Otis Mason Elementary
Friday, December 15 Bach to Rock Lunch Concert Series - PVPV
Thursday, Dec. 21 Last Day of School - First Semester ends
Friday Dec. 22-Jan 4 Winter Break
2018 January
Friday, January 5 Teacher Planning Day – Student Holiday
Monday, January 8 Classes resume
Monday, January 8 Executive Board Meeting, 9:00 am, PV Think Tank
Monday, January 15 Martin Luther King Day - Student/Teacher Holiday
Wednesday, January 17 Chick-fil-A presents Kid of Character Breakfast
Thursday, January 18 PTO General Meeting & Newcomer Coffee, 9:00 am, PV Cafeteria
Tuesday, January 23 Kick-off Meeting Staff Appreciation, 9:00 am
Friday, January 26 Bach to Rock Lunch Concert Series - PVPV
Monday, January 29 Teacher Inservice Day - Student Holiday
February
Monday, February 5 Executive Board Meeting, 9:00 am, PV Think Tank
Wednesday, February 7 Chick-fil-A presents Kid of Character Breakfast
Thursday, February 8 Spring Carnival Meeting, 9:00 am, PV Cafeteria
Friday, February 9 Student Deadline for Box Tops
Thursday, February 15 Class Pictures
Monday, February 19 Presidents' Day - Student/Teacher Holiday
Thursday, February 22 Spring Carnival Meeting, 9:00 am, PV Cafeteria
Friday, February 23 Bach to Rock Lunch Concert Series - Rawlings
March
Monday, March 5 Executive Board Meeting, 9:00 am, PV Think Tank
Saturday, March 10 Lazzara Orthodontics presents Spring Carnival
Wednesday, March 14 Chick-fil-A presents Kid of Character Breakfast
Friday, March 16 Teacher Planning Day - Student Holiday
Tuesday, March 20 Staff Appreciation Meeting, 9:00 am
Friday, March 23 Bach to Rock Lunch Concert Series - PVPV
March 26-30 Spring Break
April
Monday, April 2 Classes Resume
Monday, April 9 Executive Board Meeting, 9:00 am, PV Thin Tank

Wednesday, April 11 Chick-fil-A presents Kid of Character Breakfast
Friday-Friday, April 13-20 Fishman Pediatric Dentistry presents Spring Book Fair (PVPV)
Wednesday, April 25 Rehearsal, 5th Grade Talent Show, 2:00 - 4:00pm Rawlings Stage
Friday, April 27 Bach to Rock Lunch Concert Series - Rawlings
Friday, April 27 Student Deadline for Box Tops
Monday, April 30 Executive Board Meeting, 9:00 am, PV Think Tank
May
Fri., April 30-May 4 Natural Life presents Staff Appreciation
Wednesday, May 2 Chick-fil-A presents Kid of Character Breakfast
Wednesday, May 2 Dress Rehearsal, 5th Grade Talent Show, 2:00 pm Rawlings Stage
Friday, May 4 New York Life presents Fifth Grade Talent Show, 6:00 pm, Rawlings Cafeteria
Monday, May 7 PTO General Meeting, 9:00am PV Cafeteria
Friday, May 18 Bach to Rock Lunch Concert Series - PVPV
Thursday, May 24 Last Day for Students

2. 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 SJCSD 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, with our Business Partners each responsible for supporting a specific event, and making a minimum investment of $5,000. The program is currently managed by PTO Community Partnership Liaison Jennifer York..

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Nunes, Jennifer	Instructional Coach
Garlanger, Rita	Assistant Principal
Brubaker, Lisa	Assistant Principal
VanHousen, Catherine	Principal

b. Duties

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

Principal: Guide the vision for the use of data-based decision-making, provide continual oversight and support for the effective implementation of RtI, and create the framework for PLC team analysis of student achievement and instructional strategies for remediation and intervention. The Principal also works closely with the school's Safety Committee to ensure the safety of all our school's 1,025 students, so that meaningful instruction can take place.
Assistant Principals: Working closely with the Principal and Guidance Counselors, evaluate all students identified by the Early Warning System, plus lower quartile achievers in reading and math, and develop academic and social/emotional support plans for struggling students to ensure nobody

slips through the gaps. APs also are responsible for providing curriculum resources for all teachers, and for ensuring alignment between state standards and instructional practices.
Instructional Literacy Coach: 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 RtI student data, fidelity checks, and key communicator of the RtI process between teachers, parents, and students.

2. 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.

Balanced Literacy/Best Practices instruction to include daily reading, both independently and within groups, daily writing, and daily word work for primary students (K-2). Acquisition of Being a Writer, Being a Reader and Making Meaning fosters a collaborative classroom community that encourages students to connect with text and creates an environment that produces authentic, purposeful writing.

With funds generated by our Extended Day program, lower quartile students are supported in after-school remediation classes taught by certified teachers, with free transportation provided. Ramp Up Camp runs twice a week from January through March.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jennifer Nunes	Teacher
Karen Butler	Business/Community
Jennifer Cox	Teacher
Vanessa Riegert-Johnson	Parent
Paul Wilkinson	Parent
Chris Woolston	Teacher
Catherine Van Housen	Principal
Elizabeth Davis	Parent
Paula Steele	Education Support Employee
Anna Shea	Parent
Hastings Williams	Parent
Laurie Berger	Parent
Kathryn Roache	Parent
Emily Stephens	Parent
Leanne Townsend-Hend	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. 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, who guide our use of survey and achievement data to help develop our School Improvement Plan. SAC also oversees the development of our yearly ballot for determining the use of School Recognition Funds, and gives input on the SIP budget.

b. 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, scheduled for Sept. 12, 2017. Members have the opportunity to provide input and assist with the development of the plan.

c. Preparation of the school's annual budget and plan

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

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

Near the end of the 2016-17 school year, SAC was informed that it would receive a budget that will support educational needs. In addition, there may be some school recognition money this year. Teachers are encouraged to make requests for Professional Learning opportunities that have the

potential to enhance all student learning. SAC approved several such requests, including attendance at a technology conference for two teachers and attendance at a statewide art teacher workshop hosted by our school district, as well as supplying substitutes for teachers to collaborate on analyzing student data and coming up with approaches for remediation and enrichment.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Brubaker, Lisa	Assistant Principal
Nunes, Jennifer	Instructional Coach
Garlanger, Rita	Assistant Principal
VanHousen, Catherine	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT analyzes and maintains current best practices and balanced literacy. 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 reading achievements. 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 iReady Reading levels. They are guided in selecting appropriate leveled text.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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. Teachers are supported in best practices by the District Elementary Specialists. Teachers choose In-service opportunities during bi-annual District In-service Learning Days. Teachers participate in professional learning communities focused on the instructional cycle of planning instruction, formative assessment, review of data, and planning remediation. This year, duty schedules have been adjusted to provide even more collaborative team time that last year. School-wide focus and modeling of Character Counts Traits. At Faculty Meetings, the Principal recognizes staff for achievements in education.

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

The principal uses the district's Human Resources vetting tool Applitrack program; supports teachers in accessing professional development opportunities to enhance their content expertise and pedagogical skills; facilitates the creation of professional learning communities (PLCs) to deepen content knowledge; and assigns teachers to areas in which they are highly qualified.

3. 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 with mentees new to the school. Mentors and mentees meet as needed to plan and discuss school based strategies and expectations. The principal and ILC have also built a Category 1 Cadre (teachers in their first two years in St. Johns County) to enhance understanding of the Empowering Excellence in Educators (EEE) teacher evaluation model.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 twice a year with district Subject Area Specialists to develop/review curriculum maps, 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 midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are 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 data reports 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 twice a year 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.

b. Instructional Strategies

1. 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 classroom and C-Palms standards-based formative assessments and iReady 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 eSchool 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, learning expectations, and current performance levels. Students are also encouraged to attend enrichment Mini Camps offered throughout the school year.

2. 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
Brubaker, Lisa, lisa.eckert-brubaker@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.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 hosted screenings of all kindergarteners to help them prepare 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.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

C. Strategic Goals

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 2016-17 Reading FSA 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 2016-17 Math FSA 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Students who performed in the lowest quartile on the 2016-17 Reading FSA will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency. `1a`

🔍 G088717

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0

Targeted Barriers to Achieving the Goal `3`

- Curriculum Resources

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Diagnostic and instructional resources targeted to students' individual reading levels and areas of need.

Plan to Monitor Progress Toward G1. `8`

Data will be gathered monthly and quarterly to analyze iReady information (including reading levels, lexiles and areas of need) for students in our lower quartile for reading.

Person Responsible

Jennifer Nunes

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

ILC will keep a spreadsheet to gather and analyze reading scores from iReady and classroom assessments for our lower quartile students.

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

🔑 G088718

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	90.0

Targeted Barriers to Achieving the Goal `3`

- Teacher training

Resources Available to Help Reduce or Eliminate the Barriers `2`

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

- Being a Writer Writing program for primary students (K-2) that enhances collaborative, authentic writing and focuses on text engagement.

Plan to Monitor Progress Toward G2. `8`

Student reports in My Access Writing, Student progression in writing portfolio, and FSA Writing scores.

Person Responsible

Catherine VanHousen

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

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 2016-17 Math FSA 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

🔑 G088719

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	78.0

Targeted Barriers to Achieving the Goal 3

- Time for teachers to collaborate on their use of available resources -- including Go Math materials, Math FSA study guides, the Florida Math Standards, and CPalms formative assessments -- and on their analysis of student achievement and needs for remediation and enrichment in math.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Duty schedules daily grade-level schedules and Wed. PLC meeting schedules aligned to provide teachers collaboration time so they can best use their Go Math materials, specifically the Intervention Kits and CPalms formative assessments.

Plan to Monitor Progress Toward G3. 8

Lowest quartile math students' scores in iReady and classroom assessments will be compiled by the ILC. Also, Math FSA scores will be analyzed by all admin at the end of the year.

Person Responsible
Jennifer Nunes

Schedule
Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion
Report Cards, iReady math diagnostic and instructional scores, classroom 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 2016-17 Reading FSA will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency. `1`

🔑 G088717

G1.B1 Curriculum Resources `2`

🔑 B236044

G1.B1.S1 iReady pinpoints student needs down to the sub-skill level, provides ongoing progress monitoring showing whether students are on track to achieve end-of-year targets, and makes available rigorous, on-grade-level instruction and practice, personalized for each students' unique areas of needs. `4`

🔑 S248851

Strategy Rationale

Although our students' overall learning gains increased to 73%, and our percent of ELA gains for students in the lower quartile increased from 56% to 61%, that is still only 61% of these students making reading gains! We see a need to fully embrace our school district's choice of implementing the new iReady diagnostics and targeted instruction.

Action Step 1 `5`

iReady diagnostic and instruction has been purchased for all students in grades K-5, and our teachers have begun receiving professional development in the program's use.

Person Responsible

Catherine VanHousen

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Student reports of reading comprehension scores will be monitored by teachers, principal, APs and ILC to better remediate their needs.

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

Reports are gathered to monitor the use of iReady with fidelity, and computer lab schedule is monitored for fidelity (two 45 minute session for each class, with one for reading and one for math each week). Also, lesson plans are monitored for small group instruction targeted to student needs for remediation and enrichment.

Person Responsible

Catherine VanHousen

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

iReady usage reports and small group assignments by classroom.

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

Principal/APs/ILC will facilitate grade-level PLCs and Data Dialogue Days to evaluate the effectiveness of iReady for our lower quartile readers.

Person Responsible

Catherine VanHousen

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

The data gathered from iReady student reports will be compared with classroom assessment scores, including cold reads and common assessments.

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

🔑 G088718

G2.B1 Teacher training 2

🔑 B236046

G2.B1.S1 Teacher Professional Learning opportunities 4

🔑 S248853

Strategy Rationale

Teachers need time to process new software and newly implemented programs.

Action Step 1 5

Teachers will be provided training in teaching writing and in the use of My Access Writing, a software program from Vantage Learning that helps students practice essay writing across the curriculum.

Person Responsible

Jennifer Nunes

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Student essays and reports in My Access Writing.

Action Step 2 5

Teachers will be provided training in best practices for writing instruction and the use of Being A Writer in grades K-2.

Person Responsible

Jennifer Nunes

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Student writing portfolios that contain grade level specific writing tasks.

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

Classroom observations, student reports, celebrate student sucess

Person Responsible

Catherine VanHousen

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

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 who collaboratively development writing rubrics.

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

Classroom observations, writing portfolios, celebrate student success

Person Responsible

Catherine VanHousen

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Student writing samples and balanced use of best practice literacy. Grade-level specific writing rubrics and essay samples from students. Evidence during teacher observations of high yield writing instructional strategies.

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

Teacher feedback on school-wide focus on writing instruction across the curriculum.

Person Responsible

Catherine VanHousen

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Teacher attitudes about the use of the My Access software, and how it engages and motivates their students. Also, teacher attitudes about their improved use of best instructional practices for the teaching of writing., particularly through the use of Being a Writer in grades K-2. Feedback from Team Leaders and grade-level collaborative team meetings.

G3. Students who performed in the lowest quartile on the 2016-17 Math FSA 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`

🔑 G088719

G3.B1 Time for teachers to collaborate on their use of available resources -- including Go Math materials, Math FSA study guides, the Florida Math Standards, and CPalms formative assessments -- and on their analysis of student achievement and needs for remediation and enrichment in math. `2`

🔑 B236047

G3.B1.S1 Grade-level Collaborative Professional Learning Teacher Teams spending time together analyzing data, making decisions about addressing needs for remediation and enrichment, and planning effective instruction. `4`

🔑 S248854

Strategy Rationale

Teachers need time to analyze student data together, so they can make strategic decisions about how to use Go Math materials, district-formulated curriculum maps, Math FSA, Florida Math Standards, and the wealth of resources in CPalms to remediate and enrich student instruction.

Action Step 1 `5`

Teachers will participate in Collaborative Team Planning to better utilize instructional resources available, including Go Math materials, district-formulated curriculum maps, Math FSA, Florida Math Standards, and CPalms.

Person Responsible

Catherine VanHousen

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

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 during grade-level collaborative team planning, as well as during classroom math instruction.

Person Responsible

Catherine VanHousen

Schedule

Monthly, from 5/18/2018 to 5/18/2018

Evidence of Completion

Teachers rated effective or highly effective during classroom instruction, as well as while collaborating with grade-level team members.

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

Observations completed by the administrative team (walk-throughs/informals/formals) of teachers using commonly planned strategies in Go Math materials, curriculum maps, Florida Math Standards and CPalms Formative Assessment within a rigorous classroom environment. Also, participation of teachers during the grade-level collaborative planning time make available by newly developed daily schedules will be observed. Feedback on these structures will be gathered at Team Leader meetings, as well as from the newly formed PLC Guiding Coalition (16 members strong!).

Person Responsible

Catherine VanHousen

Schedule

Monthly, from 8/10/2017 to 5/18/2018

Evidence of Completion

Meetings notes from grade-level PLCs themselves, as well as Team Leader and PLC Guiding Coalition gatherings, plus observation notes in math teacher evaluations within the updated iObservation/Marzano's instructional framework and observation protocol/EEE system.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M338873	Data will be gathered monthly and quarterly to analyze iReady information (including reading...	Nunes, Jennifer	8/10/2017	ILC will keep a spreadsheet to gather and analyze reading scores from iReady and classroom assessments for our lower quartile students.	5/18/2018 quarterly
G2.MA1 M338877	Student reports in My Access Writing, Student progression in writing portfolio, and FSA Writing...	VanHousen, Catherine	8/10/2017	FSA Writing scores will be incorporated into the Reading FSA proficiency scores.	5/18/2018 quarterly
G3.MA1 M338880	Lowest quartile math students' scores in iReady and classroom assessments will be compiled by the...	Nunes, Jennifer	8/10/2017	Report Cards, iReady math diagnostic and instructional scores, classroom assessments, Math FSA	5/18/2018 quarterly
G1.B1.S1.MA1 M338869	Principal/APs/ILC will facilitate grade-level PLCs and Data Dialogue Days to evaluate the...	VanHousen, Catherine	8/10/2017	The data gathered from iReady student reports will be compared with classroom assessment scores, including cold reads and common assessments.	5/18/2018 quarterly
G1.B1.S1.MA1 M338870	Reports are gathered to monitor the use of iReady with fidelity, and computer lab schedule is...	VanHousen, Catherine	8/10/2017	iReady usage reports and small group assignments by classroom.	5/18/2018 monthly
G1.B1.S1.A1 A324651	iReady diagnostic and instruction has been purchased for all students in grades K-5, and our...	VanHousen, Catherine	8/10/2017	Student reports of reading comprehension scores will be monitored by teachers, principal, APs and ILC to better remediate their needs.	5/18/2018 quarterly
G2.B1.S1.MA1 M338874	Teacher feedback on school-wide focus on writing instruction across the curriculum.	VanHousen, Catherine	8/10/2017	Teacher attitudes about the use of the My Access software, and how it engages and motivates their students. Also, teacher attitudes about their improved use of best instructional practices for the teaching of writing., particularly through the use of Being a Writer in grades K-2. Feedback from Team Leaders and grade-level collaborative team meetings.	5/18/2018 quarterly
G2.B1.S1.MA1 M338875	Classroom observations, student reports, celebrate student sucess	VanHousen, Catherine	8/10/2017	Ongoing participation of students in the My Access Writing program, and classroom activities that demonstrate expectations for excellent student writing facilitated by teachers who collaboratively development writing rubrics.	5/18/2018 quarterly
G2.B1.S1.MA3 M338876	Classroom observations, writing portfolios, celebrate student success	VanHousen, Catherine	8/10/2017	Student writing samples and balanced use of best practice literacy. Grade-level specific writing rubrics and essay samples from students. Evidence during teacher observations of high yield writing instructional strategies.	5/18/2018 quarterly
G2.B1.S1.A1 A324653	Teachers will be provided training in teaching writing and in the use of My Access Writing, a...	Nunes, Jennifer	8/10/2017	Student essays and reports in My Access Writing.	5/18/2018 quarterly
G2.B1.S1.A2 A324654	Teachers will be provided training in best practices for writing instruction and the use of Being A...	Nunes, Jennifer	8/10/2017	Student writing portfolios that contain grade level specific writing tasks.	5/18/2018 quarterly
G3.B1.S1.MA1 M338878	Observations completed by the administrative team (walk-throughs/ informals/formals) of teachers...	VanHousen, Catherine	8/10/2017	Meetings notes from grade-level PLCs themselves, as well as Team Leader and PLC Guiding Coalition gatherings, plus observation notes in math teacher evaluations within the updated iObservation/Marzano's instructional framework and observation protocol/ EEE system.	5/18/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1 🔑 M338879	Observations completed by the administrative team (walk-throughs/ formals) of teachers during...	VanHousen, Catherine	5/18/2018	Teachers rated effective or highly effective during classroom instruction, as well as while collaborating with grade-level team members.	5/18/2018 monthly
G3.B1.S1.A1 🔑 A324655	Teachers will participate in Collaborative Team Planning to better utilize instructional resources...	VanHousen, Catherine	8/10/2017	Attendance sheets at workshops, lowest quartile data tracking, classroom observations.	5/18/2018 quarterly

V. 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 training in teaching writing and in the use of My Access Writing, a software program from Vantage Learning that helps students practice essay writing across the curriculum.

Facilitator

Melanie Wall with help from Lisa Brubaker.

Participants

5th grade teachers

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

PD Opportunity 2

Teachers will be provided training in best practices for writing instruction and the use of Being A Writer in grades K-2.

Facilitator

ILC Jennifer Nunes

Participants

Teachers in grades K-5

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

G3. Students who performed in the lowest quartile on the 2016-17 Math FSA 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 Time for teachers to collaborate on their use of available resources -- including Go Math materials, Math FSA study guides, the Florida Math Standards, and CPalms formative assessments -- and on their analysis of student achievement and needs for remediation and enrichment in math.

G3.B1.S1 Grade-level Collaborative Professional Learning Teacher Teams spending time together analyzing data, making decisions about addressing needs for remediation and enrichment, and planning effective instruction.

PD Opportunity 1

Teachers will participate in Collaborative Team Planning to better utilize instructional resources available, including Go Math materials, district-formulated curriculum maps, Math FSA, Florida Math Standards, and CPalms.

Facilitator

ILC Jennifer Nunes

Participants

Math content teachers, ESE teachers

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

VI. Technical Assistance Items

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

G1. Students who performed in the lowest quartile on the 2016-17 Reading FSA will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency.

G1.B1 Curriculum Resources

G1.B1.S1 iReady pinpoints student needs down to the sub-skill level, provides ongoing progress monitoring showing whether students are on track to achieve end-of-year targets, and makes available rigorous, on-grade-level instruction and practice, personalized for each students' unique areas of needs.

TA Opportunity 1

iReady diagnostic and instruction has been purchased for all students in grades K-5, and our teachers have begun receiving professional development in the program's use.

Facilitator

Catherine VanHousen, Principal

Participants

Teachers of grades K-5

Schedule

Quarterly, from 8/10/2017 to 5/18/2018

VII. Budget

1	G1.B1.S1.A1	iReady diagnostic and instruction has been purchased for all students in grades K-5, and our teachers have begun receiving professional development in the program's use.				$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1382	360-Rentals	0351 - Ponte Vedra Palm Valley Rawlings Elem School	Other		$25,000.00
			Notes: Internal Accounts (approved by District)			
2	G2.B1.S1.A1	Teachers will be provided training in teaching writing and in the use of My Access Writing, a software program from Vantage Learning that helps students practice essay writing across the curriculum.				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6500	360-Rentals	0351 - Ponte Vedra Palm Valley Rawlings Elem School	General Fund		$3,000.00
			Notes: 200 licenses My Access Writing (5th grade)			

3	G2.B1.S1.A2	Teachers will be provided training in best practices for writing instruction and the use of Being A Writer in grades K-2.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	0351 - Ponte Vedra Palm Valley Rawlings Elem School	School Improvement Funds		$2,000.00
			Notes: Being a Writer training will require payment for substitute teachers. (funding from SAC school recognition funds)			
4	G3.B1.S1.A1	Teachers will participate in Collaborative Team Planning to better utilize instructional resources available, including Go Math materials, district-formulated curriculum maps, Math FSA, Florida Math Standards, and CPalms.				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3363	120-Classroom Teachers	0351 - Ponte Vedra Palm Valley Rawlings Elem School	Other		$10,000.00
			Notes: PLC training expenses paid for by Extended Day profits.			
					Total:	$40,000.00