

Holiday Hill Elementary School



2014-15 School Improvement Plan

Holiday Hill Elementary School

6900 ALTAMA RD, Jacksonville, FL 32216

<http://www.duvalschools.org/holidayhill>

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

52%

Alternative/ESE Center

No

Charter School

No

Minority

40%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	B

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	33

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We are committed to giving all of our students the skills, tools, and knowledge they need to meet the national and state standards as we prepare each one of them to succeed in middle school.

Provide the school's vision statement

All Holiday Hill stakeholders will work together to create a positive learning environment where all students are engaged, accountable, and demonstrating learning rigorous academic content.

School Environment

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

The counselor serves as Equity Advocate for Holiday Hill. Professional development is given to all faculty during the year that encourages teachers to understand diversity, ethics and how it relates to the classroom environment.

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

Holiday Hill has a school wide positive behavior plan in each class that is taught, modeled and reinforced daily with fidelity. The Foundations Team will actively insure that the positive school behavioral plan is followed school wide. Additional trainings and discussions will occur throughout the school year when needed. CHAMPs is taught, modeled, and reinforced with fidelity. This includes a voice level system with clear and consistent school wide expectations. Classes are awarded "Dolphin Dollars" for following the expectations and each class per grade level with the highest amount receives a monthly reward with Administration. The use of the "Give me Five" strategy was agreed upon to signal students attention. Leader of the Month is voted by students for leadership traits and positive incentives are used to shape student leaders.

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

Holiday Hill Elementary conducted a voluntary behavior plan meeting to organize and plan the behavioral vision of the school. Every grade level and constituent was represented. It was then discussed and agreed upon during pre-planning. Administration also trained the faculty on the new Student Code of Conduct for the District which is followed with fidelity. The Foundations Team will actively insure that the positive school behavioral plan is followed school wide. Additional trainings and discussions will occur throughout the school year when needed. CHAMPs is taught, modeled, and reinforced with fidelity. This includes a voice level system with clear and consistent school wide expectations. Classes are awarded "Dolphin Dollars" for following the expectations and each class per grade level with the highest amount receives a monthly reward with Administration. The use of the "Give me Five" strategy was agreed upon to signal students attention. Leader of the Month is voted by students for leadership traits and positive incentives are used to shape student leaders. Weekly jobs are assigned within each classroom to develop leadership skills (table washer, line

leader, door holder, sweep floor, turn off lights). It is Holiday Hill's belief that relationships are essential to changing behaviors and the environment may need to be adjusted to meet the needs of the student.

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

The counseling department is proactive and responsive. Proactive services include classroom guidance which teaches empathy building, social skills training, career guidance, and test taking strategies through the Student Success Skills Program, Ready to Learn, Ready for Success and Moving on to your Future Curriculums. Counselor teaches Child Safety Matters curriculum yearly. Classroom teachers teach the Second Steps curriculum which equips students with problem solving strategies and empathy building. Responsive services include individual counseling and small group counseling. Students are referred to Full Service Schools for continual individual counseling. Counselor initiates small group counseling throughout the year to address students with multiple referrals, students of divorce and relevant topics as needed. Student Council allows the entire student body to make school based voting decisions which allow them to actively participate as stakeholders.

Early Warning Systems

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

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

- Attendance below 90%, regardless of whether absence is excused or a result of out of school suspension
- One or more suspensions, whether in school or out of school
- Failing grades
- Level 1 score in the Florida Assessment
- Lack of engagement during instruction

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	6	10	14	5	24	68
One or more suspensions	10	58	22	98	108	150	446
Course failure in ELA or Math	0	6	2	4	0	0	12
Level 1 on statewide assessment	0	0	0	20	27	42	89

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	
Students exhibiting two or more indicators	5	29	11	45	54	75	219

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

- Parent contact and conference regarding attendance concerns, Attendance Intervention Team Meetings to address attendances
- Support group with the guidance counselor to address behavior concerns
- Assign an adult mentor to support student with behavior and academic needs
- Tier II or Tier III academic support daily
- Positive Rewards
- Attendance Rewards

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

We will increase our parental involvement by 25% due to purchasing a tracking system using the School Improvement funds. Currently, we are unable to track our parent involvement. Our parent meetings will focus on current curriculum topics and instructional strategies that will help assist students at home. We will also have monthly parent night monthly that will provide various resources and strategies to increase student achievement and parent involvement. Parents will also have the opportunity to practice using these strategies during the sessions.

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

Holiday Hill business partner coordinator will continue to encourage local businesses and community organization to support our students and impact achievement. We will send our monthly newsletter, calendars and student letters to show our appreciation.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Haberman, Tammy	Principal
McDonough, Maryanne	Assistant Principal
Burrell, Laura	Instructional Coach
Turner, Joy	Guidance Counselor

Duties

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

The Principal provides a common vision for the use of data- based decision making and ensures the school is implementing RTI/MTSS. The School Counselor provides consultation services to general ed and VE teachers in developing appropriate interventions. The School Counselor also links community agencies to schools to provide families with academic, emotional, behavioral and social support services. The Reading and Math Coaches develops, leads and evaluates school core content standards and programs. The Coaches use data collection and analysis to determine students in need of Tier 2 and Tier 3 interventions.

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 Collaborative Problem Solving team at Holiday Hill monitors the RTI/MTSS process. This team includes the Principal, School Counselor, Reading Coach and Math Coach. The team meets to discuss bottom quartile students as identified through the use of data. The team meets with each classroom teacher and discusses implementation of core curriculum, Tier 2 interventions and Tier 3 interventions. Tier 2 interventions are held in class by the general education teachers and co-teachers. Teachers are given supports for Tier 3 interventions from the VE Teachers.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Tammy Haberman	Principal
Chris Smith	Teacher
Cindy Mathieson	Teacher
Sophie Sage	Teacher
Linda Cook	Education Support Employee
Linda Dixon	Education Support Employee
Dianna Zanini	Parent
Elivisa Whitworth	Parent
Gregg Keefer	Parent
Shannon Kubisiak	Business/Community
John Hatle	Business/Community
Samuel Watson	Business/Community
Ray de Lugo	Business/Community
Mary Anne Adams	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

SAC Activities for the 2013-14 school year will include:

- 1) review the school's Vision and Mission: Our goal is to increase student achievement. Review of the school's budget, climate surveys, assessment data
- 2) Review and advise on the School Improvement Plan Goals, implementation and monitoring process
- 3) Provide input on the instructional components of the schools curriculum programming to best meet individual needs and levels
- 4) Advise on enrichment activities to meet our students needs

Development of this school improvement plan

The role of the School Advisory Council with respect to the School Improvement Plan will include: reviewing, advising and assisting in the development, implementation, and evaluation monitoring process of the plan. All committee members will be given the opportunity to review school data and a draft of the School Improvement Plan goals and offer input prior to submitting the final draft. After the SIP is finalized, a summary data form will be created from which the SAC may review and monitor the progress of School Improvement Goals at each meeting.

Preparation of the school's annual budget and plan

Our School improvement funds are \$ and will be utilized for a computer program to track our parent involvement and visitors, conferences for teachers, and reading curriculum.

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

The SIP funds that were allocated last year were not spent due to a change in leadership and when the funds were released to our school.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Haberman, Tammy	Principal
McDonough, Maryanne	Principal
Burrell, Laura	Instructional Coach
Turner, Joy	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The team meets weekly to discuss best practices of lesson planning, ritual & routines, lesson delivery, differentiation, rigor, and data analysis. Teachers have common planning weekly with support from members of the Literacy Leadership Team.

Public and Collaborative Teaching

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

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

Grade levels have common planning four days a week. Vertical teams meet once a month by content to discuss best practices, lesson plans, common vocabulary, and next steps. Professional development for each grade level is provided every three weeks for a half day to allow teachers to collaborate regarding lesson plans, student work, and data.

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

In an effort to recruit and retain highly qualified, certified-in-field, effective teachers to the school, Holiday Hill Elementary is providing targeted support in the areas of professional development and mentoring delivered by teachers, instructional coaches, and administration. Professional development serves as a tool for retention and recruitment by meeting teachers' professional needs, desires for growth, and collaboration. This is accomplished through master scheduling that allows teachers dedicated time to meet on a regular basis to share, learn, and reflect on best practice, data, and the development of the whole student. Through Holiday Hill's mentoring plan, novice teachers are supported by CET trained mentors. Mentors are paired with novice teachers based on their grade level, experience, and mastery of the work of teaching.

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

Holiday Hill's mentoring program consists of two parts. Part one consists of the mentors. All mentors have been CET trained and are capable of mentoring a novice teacher through their first year. The mentors meet and communicate weekly with the PDF to make sure they are completing tasks that are needed to fulfill their job as a mentor. Mentors were paired with novice teachers based on grade level and experience. The second part of the program consists of the novice teachers. Novice teachers meet weekly with their mentor, the PDF and the principal (as needed). Novice teachers are supported by their mentors and PDFs, through observations, pre and post conferences, informal and formal meetings. The planned mentoring activities are monthly meetings with the mentor and the novice teacher in attendance. We also conduct any trainings that are needed at a school level for the novice teachers. These will be conducted by the coaches or the PDF.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Holiday Hill implements the district curriculum guide and instructional materials daily for all core contents. Our instructional model is gradual release model. Materials are provided by the district to ensure rigor and New Florida Standards are implemented with fidelity.

Instructional Strategies

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

Small groups are formed based off data for differentiated instruction in RTI.

Data is collected bi-weekly for all subject areas to see if progress is being made and if there are any modifications to the intervention being used.

During core instruction, exit tickets and student data from each lesson is reviewed and used to group students and tier lessons. Groups of students that need additional support work closely with teachers. Centers are also differentiated for all students for enrichment and remediation.

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

Strategy: Extended School Day

Minutes added to school year: 9,000

Teacher led groups:

Below Level: Barton Reading & Spelling, Making Words activities, FCRR activities, TTS Lessons

On Level : FCRR activities, Innovations to Learning, Leveled readers/guided reading structures

Above Level: Leveled Readers for guided reading, , FCRR activities

Independent Reading & Response Rotation

Leveled readers for below, on level, and above level readers.

E-Library

Achieve 3000 (3rd-5th); iReady 2nd-5th), Innovation for Reading (K-1st grade)

Skills Rotation

FCCR activities

Making Words activities

Fluency – 6- minute solution

Strategy Rationale

Students will experience three center rotations daily. Based on data obtained through iReady and DAR. The groups will be homogenous with the focus and materials used based on student needs. For Grades K-2 , Reading Interventionist and reading coach will work with below level students every day.

For Grades 3-5, Reading Interventionist and reading coach will work with below level students 3 times per week.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Haberman, Tammy, habermant@duvalschools.org

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

Data will be reviewed every two weeks from the teacher led centers, computer resources, and student work.

Student Transition and Readiness

PreK-12 Transition

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

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

Kindergarten teachers use strategically planned rituals and routines to instruct the students in elementary school academic and behavior expectations. Common area procedures are repeatedly practiced with Kindergarten students. 5th grade classes are departmentalized to prepare students for transitions and changing classes in middle school. 5th grade students are taught Moving on to Your Future by the School Counselor during the 4th 9 weeks. This curriculum teaches GPA expectations, required and elective course selections, career choices and college opportunities.

College and Career Readiness

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

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

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

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

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.** 75% of all 3rd - 5th grade students will achieve a 3 or higher on the 2015 Florida Reading Assessment by implementing LAFS standards using student data to drive small group instruction, job embedded centers, and collaborative protocols creating an engaging learning environment where student accountability is evident in every classroom, every day.
- G2.** 78% of all students will achieve a level 3 or higher on the Florida Math Assessment by implementing MAFS standards using student data to drive small group instruction, centers, and collaborative protocols creating an engaging learning environment where student accountability is evident in every classroom, every day.

Strategic Goals Detail

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

G1. 75% of all 3rd - 5th grade students will achieve a 3 or higher on the 2015 Florida Reading Assessment by implementing LAFS standards using student data to drive small group instruction, job embedded centers, and collaborative protocols creating an engaging learning environment where student accountability is evident in every classroom, every day. 1a

G056235

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal 2

- District curriculum and materials
- Instructional Coaches (School-based and District-based)
- Data Management System (Performance Matters)
- CPALMS website - New Florida Standards and NGSSS information and tools
- Common Planning
- Professional Learning Communities (PLCs)
- Response to Intervention (RtI)
- Florida Center for Reading Research (FCRR) Student Center Activities and Empowering Teachers Instructional Routines
- Diagnostic Assessments of Reading (DAR) Trial Teaching Strategies

Targeted Barriers to Achieving the Goal 3

- Limited teacher knowledge/understanding of New Florida Standards and appropriate instructional strategies
- Limited teacher knowledge/understanding of data analysis and using data to drive instruction

Plan to Monitor Progress Toward G1. 8

Classroom walk-throughs, observations, data analysis (CGAs, iReady, Achieve 3000 DAR)

Person Responsible

Tammy Haberman

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

lesson plans, student data forms, CAST, CGA's, Florida Assessment, RtI

G2. 78% of all students will achieve a level 3 or higher on the Florida Math Assessment by implementing MAFS standards using student data to drive small group instruction, centers, and collaborative protocols creating an engaging learning environment where student accountability is evident in every classroom, every day. **1a**

 G056236

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	78.0

Resources Available to Support the Goal **2**

- Math Coach, District Math Coach, Instructional Resources: Investigations, enVisions, and iReady

Targeted Barriers to Achieving the Goal **3**

- Limited teacher knowledge/understanding of MAFS, including the 8 Mathematical Practice Standards, and appropriate instructional strategies.
- Limited teacher knowledge/understanding of strategies and methods for differentiating instruction to effectively meet the varying needs of all students

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

Classroom walk-throughs, observations, data analysis (CGAs, iReady Diagnostc, Teacher made unit tests)

Person Responsible

Tammy Haberman

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

student monitoring sheets, observations, lesson plans, Florida Assessment, CGA's, iReady end of year

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. 75% of all 3rd - 5th grade students will achieve a 3 or higher on the 2015 Florida Reading Assessment by implementing LAFS standards using student data to drive small group instruction, job embedded centers, and collaborative protocols creating an engaging learning environment where student accountability is evident in every classroom, every day. **1**

 G056235

G1.B1 Limited teacher knowledge/understanding of New Florida Standards and appropriate instructional strategies **2**

 B142033

G1.B1.S1 Professional development and instructional support from school and district instructional coaches via weekly common planning, PLCs, and whole or small group training sessions. **4**

 S154172

Strategy Rationale

Action Step 1 **5**

Instructional support, professional development

Person Responsible

Tammy Haberman

Schedule

Weekly, from 8/19/2014 to 5/26/2015

Evidence of Completion

Training agendas, sign-in sheets, teacher feedback forms and surveys, evidence of implementation in classrooms (walk-throughs, observations, CAST)

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

Training schedule, agendas, classroom walk-throughs, observations, CAST

Person Responsible

Tammy Haberman

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Coaching schedules, training agendas, sign-in sheets, teacher feedback forms and surveys, lesson plans, evidence of implementation in classrooms (walk-throughs, observations, CAST)

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

Classroom walk-throughs, observations, data analysis (CGAs, iReady, Achieve 3000 DAR)

Person Responsible

Tammy Haberman

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Schedules/logs, observations, data chat agendas, lesson plans

G1.B1.S2 Utilize DCPS Early Release Day sessions for additional professional development for whole group, grade level, and vertical content area teams. 4

 S154173

Strategy Rationale

Action Step 1 5

Professional Development

Person Responsible

Tammy Haberman

Schedule

Biweekly, from 9/10/2014 to 5/6/2015

Evidence of Completion

Agendas, sign-in sheets, teacher feedback forms and surveys, evidence of implementation in classrooms (walk-throughs, observations, CAST)

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Ensure teachers/coaches adhere to master schedule

Person Responsible

Schedule

Evidence of Completion

Schedule/logs, PLC agendas and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Ensure professional development meets teachers' instructional needs and supports students' academic growth.

Person Responsible

Schedule

Evidence of Completion

Classroom observations, instructional review process, data analysis (CGAs, IOWA, DAR, FCAT)

G1.B3 Limited teacher knowledge/understanding of data analysis and using data to drive instruction **2**

 B142035

G1.B3.S1 Teachers will regularly use Performance Matters for data analysis, planning instruction, and monitoring student achievement. **4**

 S154177

Strategy Rationale

Action Step 1 **5**

Data chats

Person Responsible

Tammy Haberman

Schedule

Monthly, from 9/11/2014 to 6/5/2015

Evidence of Completion

Data monitoring forms, agendas,

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Ensure implementation of regular data chats

Person Responsible

Tammy Haberman

Schedule

Monthly, from 9/11/2014 to 6/5/2015

Evidence of Completion

Schedule/logs, agendas, data monitoring forms

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Ensure data analysis drives instruction and help meet students' needs

Person Responsible

Tammy Haberman

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Data monitoring forms, Assessments (CGAs, DAR, Rtl, Achieve 3000, iReady, Florida Assessment)

G2. 78% of all students will achieve a level 3 or higher on the Florida Math Assessment by implementing MAFS standards using student data to drive small group instruction, centers, and collaborative protocols creating an engaging learning environment where student accountability is evident in every classroom, every day. 1

 G056236

G2.B1 Limited teacher knowledge/understanding of MAFS, including the 8 Mathematical Practice Standards, and appropriate instructional strategies. 2

 B142036

G2.B1.S1 Professional development and instructional support from school and district instructional coaches via common planning, PLCs, and whole or small-group training sessions. 4

 S154178

Strategy Rationale

Action Step 1 5

Professional Development

Person Responsible

Laura Burrell

Schedule

Monthly, from 8/19/2014 to 5/26/2015

Evidence of Completion

Training agendas, sign-in sheets, teacher feedback forms and surveys, Exit tickets from professional learning, classroom observations, lesson plans, evidence of implementation in classrooms (walk-throughs, observations, CAST)

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

Review schedules/logs, agendas, classroom walk-throughs, observations, CAST

Person Responsible

Tammy Haberman

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Training agendas, sign-in sheets, teacher feedback forms and surveys, lesson plans, evidence of implementation in classrooms (walk-throughs, observations, CAST)

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

Classroom walk-throughs, observations, data analysis (CGAs, iReady Diagnostc, Teacher made unit tests)

Person Responsible

Tammy Haberman

Schedule

Biweekly, from 9/11/2014 to 6/5/2015

Evidence of Completion

lesson plans, schedules/logs, data chat agendas

G2.B2 Limited teacher knowledge/understanding of strategies and methods for differentiating instruction to effectively meet the varying needs of all students **2**

 B142037

G2.B2.S1 Utilize DCPS Early Release Day sessions and common planning for additional professional development for whole group, grade level, and vertical content area teams to provide support for implementing math centers and small group instruction. **4**

 S154180

Strategy Rationale

Action Step 1 **5**

Professional Development for math centers and small group instruction

Person Responsible

Laura Burrell

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Agendas, sign-in sheets, teacher feedback forms and surveys, evidence of implementation in classrooms (walk-throughs, observations, CAST)

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Ensure teachers implement math centers and small group instruction using data

Person Responsible

Tammy Haberman

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Walk-through visits, CAST, and center data sheets bi-weekly

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Ensure professional development meets teachers' instructional needs and supports students' academic growth.

Person Responsible

Tammy Haberman

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Classroom observations, instructional review process, data analysis (CGAs, iReady, teacher made Unit Tests)

G2.B2.S2 Design and implement effective small-group differentiated instruction and math centers daily with exit tickets to monitor student growth bi-weekly. 4

 S154181

Strategy Rationale

Action Step 1 5

Instructional support, professional development

Person Responsible

Laura Burrell

Schedule

Monthly, from 8/19/2014 to 5/26/2015

Evidence of Completion

Training agendas, sign-in sheets, teacher feedback forms and surveys, evidence of implementation in classrooms (walk-throughs, observations, CAST)

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Agendas, classroom walk-throughs, observations, CAST, data sheets

Person Responsible

Tammy Haberman

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

agendas, observations, lesson plans, CAST, data chat agendas

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Classroom walk-throughs, observations, data analysis (CGAs, iReady)

Person Responsible

Tammy Haberman

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Observations, lesson plans, data chat agendas, center rotation schedules from teachers

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Instructional support, professional development	Haberman, Tammy	8/19/2014	Training agendas, sign-in sheets, teacher feedback forms and surveys, evidence of implementation in classrooms (walk-throughs, observations, CAST)	5/26/2015 weekly
G1.B1.S2.A1	Professional Development	Haberman, Tammy	9/10/2014	Agendas, sign-in sheets, teacher feedback forms and surveys, evidence of implementation in classrooms (walk-throughs, observations, CAST)	5/6/2015 biweekly
G1.B3.S1.A1	Data chats	Haberman, Tammy	9/11/2014	Data monitoring forms, agendas,	6/5/2015 monthly
G2.B1.S1.A1	Professional Development	Burrell, Laura	8/19/2014	Training agendas, sign-in sheets, teacher feedback forms and surveys, Exit tickets from professional learning, classroom observations, lesson plans, evidence of implementation in	5/26/2015 monthly

Duval - 2091 - Holiday Hill Elementary School - 2014-15 SIP
Holiday Hill Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				classrooms (walk-throughs, observations, CAST)	
G2.B2.S1.A1	Professional Development for math centers and small group instruction	Burrell, Laura	8/19/2014	Agendas, sign-in sheets, teacher feedback forms and surveys, evidence of implementation in classrooms (walk-throughs, observations, CAST)	6/5/2015 monthly
G2.B2.S2.A1	Instructional support, professional development	Burrell, Laura	8/19/2014	Training agendas, sign-in sheets, teacher feedback forms and surveys, evidence of implementation in classrooms (walk-throughs, observations, CAST)	5/26/2015 monthly
G1.MA1	Classroom walk-throughs, observations, data analysis (CGAs, iReady, Achieve 3000 DAR)	Haberman, Tammy	8/19/2014	lesson plans, student data forms, CAST, CGA's, Florida Assessment, Rtl	6/5/2015 biweekly
G1.B1.S1.MA1	Classroom walk-throughs, observations, data analysis (CGAs, iReady, Achieve 3000 DAR)	Haberman, Tammy	8/19/2014	Schedules/logs, observations, data chat agendas, lesson plans	6/5/2015 biweekly
G1.B1.S1.MA1	Training schedule, agendas, classroom walk-throughs, observations, CAST	Haberman, Tammy	8/19/2014	Coaching schedules, training agendas, sign-in sheets, teacher feedback forms and surveys, lesson plans, evidence of implementation in classrooms (walk-throughs, observations, CAST)	6/5/2015 biweekly
G1.B3.S1.MA1	Ensure data analysis drives instruction and help meet students' needs	Haberman, Tammy	9/15/2014	Data monitoring forms, Assessments (CGAs, DAR, Rtl, Achieve 3000, iReady, Florida Assessment)	6/5/2015 weekly
G1.B3.S1.MA1	Ensure implementation of regular data chats	Haberman, Tammy	9/11/2014	Schedule/logs, agendas, data monitoring forms	6/5/2015 monthly
G1.B1.S2.MA1	Ensure professional development meets teachers' instructional needs and supports students' academic growth.		Classroom observations, instructional review process, data analysis (CGAs, IOWA, DAR, FCAT)	once	
G1.B1.S2.MA1	Ensure teachers/coaches adhere to master schedule		Schedule/ logs, PLC agendas and sign-in sheets	once	
G2.MA1	Classroom walk-throughs, observations, data analysis (CGAs, iReady Diagnostc, Teacher made unit tests)	Haberman, Tammy	8/19/2014	student monitoring sheets, observations, lesson plans, Florida Assessment, CGA's, iReady end of year	6/5/2015 biweekly
G2.B1.S1.MA1	Classroom walk-throughs, observations, data analysis (CGAs, iReady Diagnostc, Teacher made unit tests)	Haberman, Tammy	9/11/2014	lesson plans, schedules/logs, data chat agendas	6/5/2015 biweekly
G2.B1.S1.MA1	Review schedules/logs, agendas, classroom walk-throughs, observations, CAST	Haberman, Tammy	8/18/2014	Training agendas, sign-in sheets, teacher feedback forms and surveys, lesson plans, evidence of implementation in classrooms (walk-throughs, observations, CAST)	6/5/2015 weekly
G2.B2.S1.MA1	Ensure professional development meets teachers' instructional needs and supports students' academic growth.	Haberman, Tammy	8/19/2014	Classroom observations, instructional review process, data analysis (CGAs, iReady, teacher made Unit Tests)	6/5/2015 monthly
G2.B2.S1.MA1	Ensure teachers implement math centers and small group instruction using data	Haberman, Tammy	9/15/2014	Walk-through visits, CAST, and center data sheets bi-weekly	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.MA1	Classroom walk-throughs, observations, data analysis (CGAs, iReady)	Haberman, Tammy	9/15/2014	Observations, lesson plans, data chat agendas, center rotation schedules from teachers	6/5/2015 weekly
G2.B2.S2.MA1	Agendas, classroom walk-throughs, observations, CAST, data sheets	Haberman, Tammy	9/15/2014	agendas, observations, lesson plans, CAST, data chat agendas	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. 75% of all 3rd - 5th grade students will achieve a 3 or higher on the 2015 Florida Reading Assessment by implementing LAFS standards using student data to drive small group instruction, job embedded centers, and collaborative protocols creating an engaging learning environment where student accountability is evident in every classroom, every day.

G1.B1 Limited teacher knowledge/understanding of New Florida Standards and appropriate instructional strategies

G1.B1.S1 Professional development and instructional support from school and district instructional coaches via weekly common planning, PLCs, and whole or small group training sessions.

PD Opportunity 1

Instructional support, professional development

Facilitator

Pilar Barreto (school-based ELA coach), Carin White (K-2 ELA District Specialist), Brenda Mathisen(3-5 ELA District Specialist)

Participants

All teachers

Schedule

Weekly, from 8/19/2014 to 5/26/2015

G1.B1.S2 Utilize DCPS Early Release Day sessions for additional professional development for whole group, grade level, and vertical content area teams.

PD Opportunity 1

Professional Development

Facilitator

Pilar Barreto (school-based ELA coach), Carin White (K-2 ELA District Specialist), Brenda Mathisen (3-5 ELA District Specialist)

Participants

All participants

Schedule

Biweekly, from 9/10/2014 to 5/6/2015

G2. 78% of all students will achieve a level 3 or higher on the Florida Math Assessment by implementing MAFS standards using student data to drive small group instruction, centers, and collaborative protocols creating an engaging learning environment where student accountability is evident in every classroom, every day.

G2.B1 Limited teacher knowledge/understanding of MAFS, including the 8 Mathematical Practice Standards, and appropriate instructional strategies.

G2.B1.S1 Professional development and instructional support from school and district instructional coaches via common planning, PLCs, and whole or small-group training sessions.

PD Opportunity 1

Professional Development

Facilitator

Ms. Burrell- School Math Lead Ms. Dobson- District Math Specialist

Participants

K-5 Staff

Schedule

Monthly, from 8/19/2014 to 5/26/2015

G2.B2 Limited teacher knowledge/understanding of strategies and methods for differentiating instruction to effectively meet the varying needs of all students

G2.B2.S1 Utilize DCPS Early Release Day sessions and common planning for additional professional development for whole group, grade level, and vertical content area teams to provide support for implementing math centers and small group instruction.

PD Opportunity 1

Professional Development for math centers and small group instruction

Facilitator

Laura Burrell- Math Lead Wendy Dobson- District Math Coach

Participants

Holiday Hill Staff

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0