

# Hogan Spring Glen Elementary School



2014-15 School Improvement Plan

## Hogan Spring Glen Elementary School

6736 BEACH BLVD, Jacksonville, FL 32216

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
60%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
61%

### School Grades History

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Hogan Spring Glen is preparing students for LIFE: Lead, Inspire, Focus, Excel

##### Provide the school's vision statement

Preparing students to become lifelong learners by instilling foundational skills.

#### School Environment

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

At the start of the school year, Hogan hosts parent-student orientation. Parents and students learn about the school processes and the teachers learn about the child and their home life during this time. Throughout the school year we also offer several school community activities are such as literacy, math, science, and multicultural festivals. The purpose of these activities are to build relationships and learn about different cultures.

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

The school guidelines (SWIM= Safe behavior, Well prepared, incredibly respectful, Make responsible choices) to success are posted around campus. The posters provide a visual and explanation of each component of the guideline.

##### 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

We use the acronym S.W.I.M (Safe Behavior, Well Prepared, Incredibly Respectful, Make Responsible Choices) to establish school wide expectations and guidelines for success. Students are initially taught the policies and procedures at the beginning of the school year during the Student Conduct assembly and are reinforced in the classrooms by teachers and other common areas by faculty and staff. The PBIS team also reinforces the policies during assemblies held once students return from winter break (January) and after spring break (march-April). The PBIS will use the number of referrals from each of the common areas to monitor and provide support. There will also be a suggestion box put in place so that teachers and staff not identified on the PBIS team can give input, make suggestions, voice concerns, and/or make recommendations about policies and procedures that are put into place.

Behaviors exhibited by students and staff that are aligned with Hogan's behavior mission and guidelines for success will be recognized and rewarded monthly. Each month students have the opportunity to be selected for "Leader of the Month" and teachers have the opportunity to be selected for "teacher of month". While classroom room teachers manage the collection of data for students all staff members have the opportunity to provide input to the teachers. When students are selected, we have a celebration each month where the chosen students meet in the cafeteria to enjoy a snack, receive awards and small gifts, and take pictures. As for teachers, administration observes and manages the collection of data for teacher of the month. When teachers are found to have



consistently exhibited constructive work related behaviors that positively impacted the school as a whole, they become candidates for Teacher of the month. The finale decision is made by administration and once a month, during faculty meetings, a “game ball” along with other small gifts is presented to the teacher.

**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**

Our on-site guidance counselor provides counseling and student services to all students. She also provides resources to teachers who handles students with social/emotional needs. In addition, we are a full service school which provides community support to students who are in need of additional services such as mentoring

**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 at Hogan Spring Glen is 95%. We will maintain or improve this average by offering quarterly incentives and recognition. If attendance fall below 90%, there will be a series of steps planned and collaborated among school and parents - starting with parental contact regarding absences. After two consecutive days of unexcused absences or five tardies, teachers will contact parents and after the fourth unexcused absence or the seventh tardy, teachers will notify the guidance counselor to follow up with parental contact. After the six day of absences or the tenth tardy, the Attendance Intervention Team will be notified to set up parent conference.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	1	4	9	2	6	4	26
Course failure in ELA or Math	3	6	2	0	0	0	11
Level 1 on statewide assessment	0	0	0	20	18	7	45

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	1	2	11	9	5	28

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

An additional hour has been added to the day to improve students academic improvement. Researched based Tier 3 intervention materials will be utilize to increase student achievement during the extended hour of the day. Also, two Reading Interventionists have been employed to assist students who are reading below grade level in K-5th grade.

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

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

#### **Description**

We would like to increase our parent involvement by having Annual Parent Meetings, Flexible Parent Meetings, regularly communicating, provide accessibility, providing a parent-school compact, and conduct a Parent Literacy, Math, Science, and Techonology night while building capacity and training our staff.

**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**

In conjunction with the Parent Teacher Association Board, the school invites nonprofit organizations and small businesses to partner and provide support for various school activities, parents, and students. For example, the local florist donated flowers arrangements to beautify our campus, In appreciation the school utilizes the marquee and the Splash Newsletter to recognize their contributions.

## 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
Sistrunk, Barbara	Principal
Peterson, Shalane	Assistant Principal
Jackson, Beverly	Instructional Coach
Johnson, Karen	Guidance Counselor
Braden, Jeffery	Teacher, K-12
Morris, Phalda	Teacher, K-12
Meadows, Sharon	Teacher, PreK
Neal, Kimberly	Teacher, ESE

#### **Duties**

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

Barbara Sistrunk, Principal, Provides a common vision for the use of data-based decision-making. Oversees the school-based team in implementing assessment. Ensures the implementation of intervention support and documentation requirements. Provides adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Shalane Peterson, Assistant Principal, assist with providing a common vision for the use of data-based decision-making. Oversees the school-based team in implementing assessment. Ensures the implementation of intervention support and documentation requirements. Provides adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Phalda Morris, Primary General Education Teacher, Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II and/or Tier III interventions, integrates Tier I materials/instruction with Tier II/III activities.

Karen Johnson, Guidance Counselor and Collaborative Problem Solving Liaison, provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, link community agencies to schools and families to support the child's academic, emotional, behavioral, and social successes, provides consultation services to general and special education teachers, parents, and administrators, provides group and individual student interventions, and conducts direct observations of student behavior.

Collaborative Problem Solving Team, acts as liaison for the implementation of the multi-tiered system of supports at the school level, receives ongoing RtI training and delivers information to school, provides direct intervention services to an identified group of students and tracks student progress, guides school in using data to make decisions about interventions and strategies that support RtI.

Kimberly Neal, Exceptional Student Education Teacher (ESE), Participates in student data collection, integrates core instructional activities/materials into Tier III instruction, and collaborates with general education teachers through such activities as co-teaching.

***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 school-based Collaborative Problem Solving Team (CPST) will meet regularly to review universal screening data, diagnostic data and progress monitoring data. The school-based Collaborative Problem Solving Team (CPST) assists with the development of a plan by providing input from their areas of expertise that will assist the school in meeting the needs of our students who are struggling. In addition, CPST will discuss school-wide data and the instructional implications. These discussions will initiate grade level initiatives to address common deficiencies.

As the team meets, team members will use their expertise to create plans implementing Tier 2 and/or Tier 3 interventions. Members of the team will meet with every teacher to discuss student progress and the monitoring of interventions. During the initial meeting the teacher must submit the RtI initial worksheets and a completed pre-observation. Each meeting thereafter, each teacher must bring the most current weekly progress charts and graphs for Tier 2 and Tier 3 (if applicable), performance data (e.g. Inform, DAT, and i-ready...), and communication logs.

Based on data driven instruction, the team will determine whether effective Tier 1- Core instruction is in place. Then, the team will identify students who are not meeting identified academic targets. At that time, the four step Problem Solving Model including Problem Identification, Problem Analysis, Intervention Design and Implementation, and Evaluation will be used to achieve the best outcomes for targeted students.

Field trips will be a significant portion of our Title I budget. The money will be spent on admission and transportation. A minimum of two per grade level will take place focusing on:

Cultural Awareness and Academics:  
 Museum of Science and History (MOSH)  
 Jacksonville Symphony  
 Museum of Contemporary Art (MOCA)  
 Cummer Museum  
 Jacksonville Zoo.

Professional Development: The Leader in Me

The Leader in Me is a whole-school transformation model that acts like the operating system of a computer — it improves performance of all other programs. Based on The 7 Habits of Highly Effective People®, The Leader in Me produces transformational results such as higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. Better yet, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st century economy.

Supplemental Academic Instruction (SAI) will be used to secure tutors for the extended hour of the day.

Nutrition Programs: Breakfast in the Classroom (BIC) that provides free breakfast to 100% of our students. Free lunch program that feeds 100% of our students for free.

Parent involvement materials including Common Core Reading Set (one fiction and one non-fiction), Educational supplies for parents to use with students at home, printing for parent workshops, postage for parent mail outs, parent involvement catering services, parent involvement equipment

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Barbara Sistrunk	Principal
Arlene Blevins	Teacher
Patricia Crane	Education Support Employee
Kandy Jones	Parent
Barbara Crosby	Business/Community
Amira Welch	Parent
Rebecca Peterson	Parent
Corey Dawson	Business/Community

#### 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 monthly meetings were held on the 2nd Thursday of the month. School data, safety, academic needs, and resources for available were discussed.

*Development of this school improvement plan*

SAC members will meet to further discuss the goals of the proposed School Improvement Plan. SAC will collaborate with Hogan to accomplish goals. Monthly SAC meetings will be scheduled.

*Preparation of the school's annual budget and plan*

Based on the need, a report will be presented to SAC for further review and discussion of the annual budget, if funds are available for school improvement. SAC will advise school administration on budget plan for school improvement.

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

SAC members assembled to review and make changes to the plan based on the mid-year data. Therefore, the council advised school to use funds for before, after, and Saturday school tutoring.

***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
Jackson, Beverly	Instructional Coach
Sistrunk, Barbara	Principal
Meadows, Sharon	Teacher, PreK
Allen, Erin	Teacher, K-12
Bryant, Kimberly	Teacher, K-12
Harville, Robin	Instructional Media
Harwood, Asajerrie	Teacher, K-12
Kolaric, Kacy	Teacher, K-12
Pavel, Jeanne	Teacher, K-12
Woodard, Erin	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

For Writing, the committee will maintain a bulletin board that will display the students writing samples of Response to Literature K-5. In Reading Literacy, teachers will have the opportunity to participate in a Professional Learning Community for developing comprehension strategies and school-wide participation in the Drop Everything and Read. The committee also supports implementation of the district curriculum guides and Language Arts Florida Standards.

The LLT will coordinate and host the Reading Family Night during the first semester of school. They will also plan and promote ways students can reach the 25 book goal set by the district.

**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**

The leadership team provides common planning for teachers to discuss data and content strategies to increase student achievement. The team also provides team building activities during early dismissal to improve collaborative conversations.

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

Weekly professional development with school-based coach; Beverly Jackson, Reading Coach.  
Weekly Leadership meetings to analyze school data and plan activities to improve academics; Principal, Assistant Principal, Guidance Counselor, Reading Coach.  
Monthly data discussions to analyze student data and plan to implement best practice; Principal, Assistant Principal, Coach, Teachers.  
Local Colleges and Universities Intern Program; Professional Development Facilitator and University Coordinator.

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

Diane Brinson will mentoring Jodi Katz since she is new to Hogan.  
Kimberly Neal is ESE teacher who will be mentoring Jackie Berrios since she is new to Kindergarten and the inclusion arena.  
William Carter is mentoring Rachel Sanders since she is a first year teacher and new to 2nd grade.  
Margaret Mayes is a veteran teacher and will be mentoring Eden Andrews since she is new to our school and new to Math.  
Beverly Jackson will be mentoring Kacy Kolaric since she is novice teacher and first time teaching 5th Grade ELA.  
Barbara Sistrunk will be mentoring Shalane Peterson since she is new to administration.  
Activities include class observations and modeling lessons. Regular meetings.

## 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***

Hogan Spring Glen Elementary uses district approved instructional materials. These materials have been reviewed for alignment to the current standards. The instructional programs are guided by the Florida Standards and planning for the programs are guided by item specifications.

#### Instructional Strategies

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

The Instructional Design Team will analyze school-wide and grade level data to determine resources available to meet the need of all students. In addition to daily analysis, rich professional development with a focus on unwrapping state standards, understanding Item Specifications, examining student work, and creating common assessments will be implemented to meet the diverse needs of students. For example, to increase reading and writing school wide, the literacy team will put in place "drop everything and read (DEAR)" with a reading strategy focus, i.e. context clues; students will write about their reading in interactive journals based on the focused strategy. In addition, academic



vocabulary/word of the day will be utilized to improve reading and writing skills. Teacher led tier 3 instructions will be provided daily for students who are struggling with grade level content.

**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:** 10,800

An additional reading hour is added to the day with collaborative strategies incorporated. Strategies to increase student engagement, understanding, student ownership, and rigor such as think/pair/share and pencil talk will be implemented throughout the day.

**Strategy Rationale**

To provide tier 1, 2, and 3 interventions that will increase reading/math skills to students who are at or below grade level.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Sistrunk, Barbara, sistrunkb@duvalschools.org

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

Curriculum Guide Assessments and Florida State Assessments are given to determine the effectiveness of the program.

**Strategy:** Extended School Day

**Minutes added to school year:** 2,400

Professional development for teachers

**Strategy Rationale**

Stay abreast of the updates in education as well as provide rigorous instructions to all students.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Sistrunk, Barbara, sistrunkb@duvalschools.org

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

Curriculum Guide Assessments, Science FCAT 2.0, Florida State Assessments, weekly benchmark tests, classroom observations, and teacher evaluations

## 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***

Understanding and following classroom rules, rituals and routines  
Hands on activities and a multi-sensory approach to help children learn.  
Letter recognition and sounds  
Identifying their names and being able to write them  
Beginning Math concepts  
Solving problems with words and interacting appropriately with peers and teachers  
Using essential questions and higher level prompts to develop higher level thinking skills  
Developing an understanding of print and book knowledge and ways to respond to literature  
Following directions and promoting smooth transitions between activities  
Writing every day  
Gradual release model: I do, we do, you do...  
Developing independence in the classroom and learning the proper use of materials  
Completing science discovery activities to further their knowledge  
Introducing the world and people around them through social studies

### 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.** 60% (103) of students will achieve proficiency in reading on the Florida State Assessment with regularly scheduled collaborative and vertical teacher planning focusing on implementation of best practices.
- G2.** 60% (103) of students achieve proficiency on the math Florida State Assessment by providing mathematical professional development, implementation of the eight (8) mathematical practices as well as using best strategies during math instructions.
- G3.** 60% (35) of 5th grade students will achieve proficiency on the Science FCAT 2.0 by the implementation of the four pillars daily.

## 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.** 60% (103) of students will achieve proficiency in reading on the Florida State Assessment with regularly scheduled collaborative and vertical teacher planning focusing on implementation of best practices. 1a

G057092

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0

**Resources Available to Support the Goal** 2

- Reading Coach
- Write to Learn
- Iready
- Achieve 3000
- Vertical/Common planning
- Professional Development Books - Rigor Made Easy by Barbara R. Blackburn

**Targeted Barriers to Achieving the Goal** 3

- Students lack foundational skills

**Plan to Monitor Progress Toward G1.** 8

Student work will be analyzed for progress and understanding; Curriculum Guide Assessments and iReady Reading

**Person Responsible**

Beverly Jackson

**Schedule**

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

**Evidence of Completion**

Interactive Journals, Student writing portfolios, quarterly writing assessments, state assessments

**G2.** 60% (103) of students achieve proficiency on the math Florida State Assessment by providing mathematical professional development, implementation of the eight (8) mathematical practices as well as using best strategies during math instructions. 1a

G057093

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	52.0

**Resources Available to Support the Goal** 2

- IReady
- Mathematics Florida Standards
- Mathematics Item Specifications

**Targeted Barriers to Achieving the Goal** 3

- Problem Solving

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

IReady Math and Curriculum Guide Assessments

**Person Responsible**

Barbara Sistrunk

**Schedule**

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

**Evidence of Completion**

Diagnostics and District Assessments analyzed

**G3.** 60% (35) of 5th grade students will achieve proficiency on the Science FCAT 2.0 by the implementation of the four pillars daily. 1a

G057094

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** 2

- District Science Coach
- Science Materials
- P-SELL personnel

**Targeted Barriers to Achieving the Goal** 3

- Knowledge of scientific method

**Plan to Monitor Progress Toward G3.** 8

Analyze data, analyze student interactive journals, Curriculum Guide Assessments

**Person Responsible**

Jeffery Braden

**Schedule**

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

**Evidence of Completion**

Student interactive journals, and district and classroom assessment results

## 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.** 60% (103) of students will achieve proficiency in reading on the Florida State Assessment with regularly scheduled collaborative and vertical teacher planning focusing on implementation of best practices. **1**

 G057092

**G1.B2** Students lack foundational skills **2**

 B144526

**G1.B2.S2** Regular student use of IReady **4**

 S162736

#### Strategy Rationale

to build foundational skills and close gaps in learning

#### Action Step 1 **5**

**Person Responsible**

**Schedule**

**Evidence of Completion**

#### Plan to Monitor Fidelity of Implementation of G1.B2.S2 **6**

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G2.** 60% (103) of students achieve proficiency on the math Florida State Assessment by providing mathematical professional development, implementation of the eight (8) mathematical practices as well as using best strategies during math instructions. 1

G057093

**G2.B2** Problem Solving 2

B144529

**G2.B2.S1** Interactive Journals 4

S156736

**Strategy Rationale**

Serves as accountability for students when they explain their thinking.

**Action Step 1** 5

Ensure interactive journals are implemented and utilized properly.

**Person Responsible**

Shalane Peterson

**Schedule**

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

**Evidence of Completion**

Interactive Journals, state and district assessments, class assessments

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

Class Observation and Analysis of Journals

**Person Responsible**

Barbara Sistrunk

**Schedule**

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

**Evidence of Completion**

Class assessments, district and state assessments, and IReady math assessments.

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

Student Performance on Assessments

**Person Responsible**

Barbara Sistrunk


**Schedule**

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

**Evidence of Completion**

Class, district and state assessments

**G2.B2.S2 Academic Vocabulary** 4

 S156737

**Strategy Rationale**

Identifying the tier 2 and tier 3 words within problems to help with problem solving.

**Action Step 1** 5

Implementation of academic vocabulary embedded in math instructions

**Person Responsible**

Barbara Sistrunk

**Schedule**

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

**Evidence of Completion**

Lesson plans, class observations, class assessments, interactive journals, district and state assessments

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

Provide math problem of the day in a story problem using academic language

**Person Responsible**

Shalane Peterson

**Schedule**

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

***Evidence of Completion***

Lesson plans, classroom observations, interactive journals, class, district, and state assessments

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

Create high level assessments using academic language

**Person Responsible**

Barbara Sistrunk

**Schedule**

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

***Evidence of Completion***


lesson plans, class assessments with data results, district and state assessments, class observations




**G3.** 60% (35) of 5th grade students will achieve proficiency on the Science FCAT 2.0 by the implementation of the four pillars daily. **1**

 G057094

**G3.B1** Knowledge of scientific method **2**

 B144531

**G3.B1.S1** Ongoing science professional development with district science personnel. **4**

 S156739

### **Strategy Rationale**

To increase learning and provide relevant information in science on best practices.

### **Action Step 1** **5**

Science Academy professional developments and bring back information to disseminate the information to the rest of the science teachers.

#### **Person Responsible**

Jeffery Braden

#### **Schedule**

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

#### **Evidence of Completion**

The new strategies that have been shared are taking place within the classrooms; classroom observations, student interactive journals, district and state assessments.

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

Monitor for fidelity Science Lesson Plans and Implementation

#### **Person Responsible**

Barbara Sistrunk

#### **Schedule**

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

#### **Evidence of Completion**

Collaboration logs, classroom observations, and lesson plans

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

Analyze science data to monitor effectiveness

**Person Responsible**

Barbara Sistrunk


**Schedule**

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

**Evidence of Completion**

Curriculum Guide Assessments and FCAT 2.0

**G3.B1.S2 Allow teachers to observe peers** 4

 S156740

**Strategy Rationale**

Provides the opportunity for teachers to observe best practices and teaching strategies in science.

**Action Step 1** 5

Provide opportunities for teachers to observe other high quality science teachers

**Person Responsible**

Barbara Sistrunk

**Schedule**

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

**Evidence of Completion**

Teacher reflection journals and implementation of new strategies, lesson plans, class observations and feedback

**Plan to Monitor Fidelity of Implementation of G3.B1.S2 6**

Implementation of new Science Strategy in classroom instructions

**Person Responsible**

Barbara Sistrunk

**Schedule**

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

**Evidence of Completion**

Lesson Plans, class observations and feedback, interactive journals, student work, and exit tickets

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

Student demonstrating understanding of Science Content

**Person Responsible**

Barbara Sistrunk

**Schedule**

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

**Evidence of Completion**

District and class assessments, interactive journals, student discussions, and class observations

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Ensure interactive journals are implemented and utilized properly.	Peterson, Shalane	8/18/2014	Interactive Journals, state and district assessments, class assessments	6/5/2015 biweekly
G2.B2.S2.A1	Implementation of academic vocabulary embedded in math instructions	Sistrunk, Barbara	8/18/2014	Lesson plans, class observations, class assessments, interactive journals, district and state assessments	6/5/2015 weekly
G3.B1.S1.A1	Science Academy professional developments and bring back information to disseminate the information to the rest of the science teachers.	Braden, Jeffery	8/18/2014	The new strategies that have been shared are taking place within the classrooms; classroom observations, student interactive journals, district and state assessments.	6/5/2015 monthly
G3.B1.S2.A1	Provide opportunities for teachers to observe other high quality science teachers	Sistrunk, Barbara	8/18/2014	Teacher reflection journals and implementation of new strategies, lesson plans, class observations and feedback	6/5/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A1	[no content entered]			one-time	
G1.MA1	Student work will be analyzed for progress and understanding; Curriculum Guide Assessments and iReady Reading	Jackson, Beverly	8/18/2014	Interactive Journals, Student writing portfolios, quarterly writing assessments, state assessments	6/5/2015 biweekly
G1.B2.S2.MA1	[no content entered]			one-time	
G2.MA1	IReady Math and Curriculum Guide Assessments	Sistrunk, Barbara	8/18/2014	Diagnostics and District Assessments analyzed	6/5/2015 quarterly
G2.B2.S1.MA1	Student Performance on Assessments	Sistrunk, Barbara	8/18/2014	Class, district and state assessments	6/5/2015 quarterly
G2.B2.S1.MA1	Class Observation and Analysis of Journals	Sistrunk, Barbara	8/18/2014	Class assessments, district and state assessments, and IReady math assessments.	6/5/2015 weekly
G2.B2.S2.MA1	Create high level assessments using academic language	Sistrunk, Barbara	8/18/2014	lesson plans, class assessments with data results, district and state assessments, class observations	6/5/2015 biweekly
G2.B2.S2.MA1	Provide math problem of the day in a story problem using academic language	Peterson, Shalane	8/18/2014	Lesson plans, classroom observations, interactive journals, class, district, and state assessments	6/5/2015 weekly
G3.MA1	Analyze data, analyze student interactive journals, Curriculum Guide Assessments	Braden, Jeffery	8/18/2014	Student interactive journals, and district and classroom assessment results	6/5/2015 biweekly
G3.B1.S1.MA1	Analyze science data to monitor effectiveness	Sistrunk, Barbara	8/18/2014	Curriculum Guide Assessments and FCAT 2.0	6/5/2015 quarterly
G3.B1.S1.MA1	Monitor for fidelity Science Lesson Plans and Implementation	Sistrunk, Barbara	8/18/2014	Collaboration logs, classroom observations, and lesson plans	6/5/2015 weekly
G3.B1.S2.MA1	Student demonstrating understanding of Science Content	Sistrunk, Barbara	8/18/2014	District and class assessments, interactive journals, student discussions, and class observations	6/5/2015 quarterly
G3.B1.S2.MA1	Implementation of new Science Strategy in classroom instructions	Sistrunk, Barbara	8/18/2014	Lesson Plans, class observations and feedback, interactive journals, student work, and exit tickets	6/5/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G2.** 60% (103) of students achieve proficiency on the math Florida State Assessment by providing mathematical professional development, implementation of the eight (8) mathematical practices as well as using best strategies during math instructions.

### **G2.B2** Problem Solving

#### **G2.B2.S2** Academic Vocabulary

##### **PD Opportunity 1**

Implementation of academic vocabulary embedded in math instructions

##### **Facilitator**

Math Coach

##### **Participants**

Math Teachers

##### **Schedule**

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

**G3.** 60% (35) of 5th grade students will achieve proficiency on the Science FCAT 2.0 by the implementation of the four pillars daily.

### **G3.B1** Knowledge of scientific method

#### **G3.B1.S1** Ongoing science professional development with district science personnel.

##### **PD Opportunity 1**

Science Academy professional developments and bring back information to disseminate the information to the rest of the science teachers.

##### **Facilitator**

District Science coaches, science lead teacher

##### **Participants**

District Science coaches, science lead teacher, science classroom teachers

##### **Schedule**

Monthly, from 8/18/2014 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
<b>Goal 1:</b> 60% (103) of students will achieve proficiency in reading on the Florida State Assessment with regularly scheduled collaborative and vertical teacher planning focusing on implementation of best practices.	749
<b>Goal 2:</b> 60% (103) of students achieve proficiency on the math Florida State Assessment by providing mathematical professional development, implementation of the eight (8) mathematical practices as well as using best strategies during math instructions.	200
<b>Grand Total</b>	<b>949</b>

**Goal 1: 60% (103) of students will achieve proficiency in reading on the Florida State Assessment with regularly scheduled collaborative and vertical teacher planning focusing on implementation of best practices.**

Description	Source	Total
<b>B1.S2.A1</b> - Professional Development Books - Rigor Made Easy	General Fund	749
<b>Total Goal 1</b>		<b>749</b>

**Goal 2: 60% (103) of students achieve proficiency on the math Florida State Assessment by providing mathematical professional development, implementation of the eight (8) mathematical practices as well as using best strategies during math instructions.**

Description	Source	Total
<b>B1.S1.A1</b> - Positive Reinforcement Trinkets	General Fund	200
<b>Total Goal 2</b>		<b>200</b>