

Hogan Spring Glen Elementary School

6736 BEACH BLVD, Jacksonville, FL 32216

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	64%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	57%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	C	C

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

The mission of Hogan Spring Glen Elementary School is to prepare students for LIFE (Lead, Inspire, Focus, Excel) in every classroom, for every student, every day.

Provide the school's vision statement

The vision of Hogan Spring Glen Elementary School is to inspire and prepare students for success in college or a career, and life.

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. During orientation, parents and students learn about school processes. Also, teachers learn about their students and their home life. They are dedicated to teaching to differing student learning styles, interaction and communication styles, values, and behaviors. Throughout the school year we will offer several school community activities such as literacy, math, science, and multicultural festivals. The purpose of these activities is 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

Student safety is continuously monitored and reinforced. 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. Doors and gates are locked daily and checked periodically by the day custodian. Fire Drills are held monthly. Safety plan and procedures for emergency response are conducted and monitored by administration and teachers. Identification procedures for all visitors, including parents, are in place.

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 and common areas by teachers and staff. The Positive Behavior Intervention System team will assist teachers in reinforcing the Guidelines for Success once students return from winter break (January) and after spring break (march-April). Behaviors exhibited by students and staff aligned with "Seven Habits of a Leader" will be recognized and rewarded monthly. Each month students will have the opportunity to be selected for "Leader of the Month" and teachers will have the opportunity to be selected for "Teacher of Month". When teachers are found to have consistently exhibited constructive work-related behaviors that positively impact the school as a whole, they become candidates for Teacher of the month. The chosen student and teacher will enjoy lunch with the Principal, and take pictures.

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 support services to all students. She also provides resources to teachers who handles students with social/emotional needs. The school guidance counselor will develop small groups to provide social and emotional support. In addition, we are a full service school which provides community support to students who are in need of additional services such as mentoring. In addition, the faculty will participate in a book study "The Leader In Me" by Steven Covey. This will guide character development activities and discussion amongst teachers and students to support a balance of academic success and social development.

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

Last year's average attendance at Hogan Spring Glen was 87%. We will maintain or improve this average by offering quarterly incentives and recognition. The following steps will be implemented throughout school - 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 sixth day of absence 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	6	8	10	8	10	5	47
One or more suspensions	1	0	0	1	0	0	2
Course failure in ELA or Math	3	6	2	0	0	0	11
Level 1 on statewide assessment	0	0	0	20	0	0	20

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 achievement. Research-based Tier 3 intervention materials will be utilized to increase student achievement during the extended hour of the day. Also, two Reading school-based support personnel (Coach, Interventionist) have been employed to assist students who are reading below grade level in K-5th grade. The Reading Interventionist will utilize the Barton Phonics and Spelling Program with identified students needing intensive phonics instruction.

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

Building and sustaining positive relationships is important to the well-being and culture of the school. We will invite community organizations, faith-based partners, and business partners to participate on various committees and school-wide events such as the School Advisory Council (SAC), and PTA. Our faith-based partner started "Blessings in a Backpack", and "The Clothing Closet" program to support students in need. We will recognize them in our monthly newsletter for their support to the school. Sam's Club, Make-Believe Costumes, Winn-Dixie will be recognized on the school's website for their support of the Dolphin Dash. Community and business partner involvement will be increased in 2015-2016.

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:

Name	Title
James, Charlene	Principal
Peterson, Shalane	Assistant Principal
Jackson, Beverly	Instructional Coach
Johnson, Karen	Guidance Counselor
Brown, Gregory	Instructional Coach
Feldner, Dana	Teacher, ESE

Duties

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

Charlene T. James, Principal, provides a common vision for the use of data-based decision-making.

* Monitor data at each grade level to identify students who aren't meeting, meeting, and/or exceeding standards

* Facilitates data-analysis with teachers using class and district assessments, (I-Ready and Achieve3000)

* Builds the capacity of the school to address parent and staff concerns

* Builds the capacity of the school to improve in the following areas:

- Curriculum
- School Climate
- Classroom management/discipline
- Two-way communication
- Parent involvement
- Extra-curricular activities
- Staff development
- Instructional materials
- School-based Professional Development Needs

Shalane Peterson, Assistant Principal, assists with providing a common vision for the use of data-based decision-making. In addition, she will oversee the school-based team in implementing

assessments, ensure the implementation of intervention support and documentation requirements.

Beverly Jackson, Reading Coach, provides information about core instruction, participates in student data collection and disaggregation, collaborates with other staff to implement Tier II and/or Tier III reading interventions, materials and instruction. The Reading Coach will conduct School-based professional development based on teacher needs and provide instructional support.

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. She links community agencies to schools and families to support the child's academic, emotional, behavioral, and social successes. She provides consultation services to general and special education teachers, parents, and administrators.

Gregory Brown, Math Coach, provides information about core instruction, and participates in student data collection and disaggregation with staff to implement Tier II and/or Tier III math interventions, materials and instruction. He conducts School-based professional development based on teacher needs and provides instructional support.

Anitra Alford, Reading Interventionist, Participates in student data collection. She integrates core instructional activities/materials into Tier III instruction, and collaborates with general education teachers through such activities as co-teaching.

Dana Feldner, ESE, Participates in student data collection. She implements Tier III instructional activities and/or materials, and collaborates with general education teachers regarding student accommodations and modifications. She provides teachers with assistance to target students with potential learning disabilities, and assists with the RTI process.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The 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 implement Tier 2 and/or Tier 3

interventions. Members of the team will meet with every teacher during their professional learning communities to discuss student's progress and the monitoring of interventions. Weekly each teacher must bring the most current weekly progress charts and graphs for Tier 2 and Tier 3 (if applicable), performance data (e.g. Achieve3000, and i-ready). and communicate progress with parents every 3 weeks.

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.

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, parental involvement activities (ESOL Parent Nights, First Friday (Parents eat lunch with students), Parent Education Nights).

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Charlene James	Principal
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

All data points were reviewed. Target and results were discussed and current targets, action steps, and school data will be reviewed throughout the year.

Development of this school improvement plan

The School Advisory Council is an active organization which plays a vital role in the success of Hogan-Spring Glen Elementary. This organization provides parents, community members, faculty, staff, and students an opportunity to participate in the development of education priorities, and identification of local resources. SAC members assist in the preparation and goals of the School Improvement Plan and preparation of the school's budget.

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

2014-2015 funds helped purchase The Leader In Me materials to aid the improvement of student social, emotional, and academic needs. School Advisory Council members assembled to review and make changes to the plan based on the mid-year data. SAC advised the school to purchase school supplies and academic materials to support students and teachers.

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:

Name	Title
Jackson, Beverly	Instructional Coach
Meadows, Sharon	Teacher, PreK
Bryant, Kimberly	Teacher, K-12
Harville, Robin	Instructional Media
Kolaric, Kacy	Teacher, K-12
Pavel, Jeanne	Teacher, K-12
Woodard, Erin	Teacher, K-12
James, Charlene	Principal
Mobley, Verlina	Teacher, K-12
Durden, DeeAnna	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The primary focus for student and school improvement will be to increase proficiency while maintaining student learning gains. The Literacy Leadership Team will lead professional discussions among grade level teams that focus on differentiating Tier 2 instruction by strengthening rotations, small group instruction, and individual student conferencing.

The Literacy Leadership Team members serve as teacher leaders for their respective grade levels in

our commitment to study and implement the District's new ELA curriculum, DUVAL READS! The members will meet regularly to share progress with the delivery of the curriculum and identify areas that may need additional staff training. Another focus of the LLT team is to identify school-wide literacy projects that provided an opportunity to generate enthusiasm for reading, writing, speaking, and listening among teachers, students, and parents. Hogan-Spring Glen Elementary will participate in the 25 Book Challenge, Million-Word Campaign, and Pizza-Hut Book-It Campaign. The LLT developed activities and events to celebrate Literacy week during the month of October. In addition, the LLT will coordinate and host the Literacy Family Night during the first semester of school. Teachers monitor student Book Reading Goals and the Media Specialist will monitor school reading goals to align with school's theme "Soaring Beyond".

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, collaborative planning, and research-based strategies to increase student achievement. Common planning is led by administrators and coaches. 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

1. Teachers are provided on-site professional development with the school-based coaches and District Specialist.
2. Professional Development Facilitator (PDF) provides monthly meetings and on-going support to service MINT participants and mentors.
3. Mentors meet regularly with teachers who have less than three years teaching experience and those new to the district and school.
4. School administration attend recruitment fairs.
5. Team-building activities are held monthly.
6. Teacher Leaders are given more leadership responsibilities.

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

New Teacher (Carlisha Gibson) will be paired with veteran teacher/math coach (Gregory Brown) who has a history of high student achievement and has been a successful mentor.

New Teacher to Hogan-Spring Glen (Dana Feldner) will be paired with veteran VE teacher (Diana Livingston) who has success with using interventions and implementing RTI. They will meet weekly to discuss evidence-based strategies for each domain and progress towards meeting the goals set by the teacher's Individual Professional Development Plan. New Teachers are given time to observe best practices. PDF/Novice teacher meetings are held monthly.

Principal, Charlene James will be mentoring Assistant Principal, Shalane Peterson, since she is in Emerging Leaders Program. Activities include peer observations and modeling lessons, and 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 and item specifications. The instructional programs are guided by the Florida Standards and planning for the programs is 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 needs 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. In addition, teachers will develop small group lesson plans weekly based on data. Teacher led Tier 3 instruction 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. Teachers will implement and monitor Response-to-Intervention strategies, and interventions with fidelity. The extended hour will offer students the opportunity to use iReady, and Achieve3000. Teachers will identify students' academic needs as identified through data analysis to increase understanding.

Strategy Rationale

Hogan-Spring Glen Elementary could increase the likelihood of success by devoting the time to specific interventions backed by a strong evidence base, including one-on-one tutoring of students at risk of reading failure or small group instruction.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

James, Charlene, jamesc@duvalschools.org

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

Data from I-Ready and Achieve 3000 will be used to determine student growth and areas of weakness. Curriculum Guide Assessments and Florida Standards 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

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

The Kindergarten teachers administer a statewide assessment, the Florida Kindergarten Readiness Screener (FLKRS), and district baseline assessments upon entry into Kindergarten. The results of these assessments help teachers to determine student readiness for school and areas of instructional need. Additionally, those students who score low on the FLKRS assessment are also given the Developmental Assessment of Reading (DAR), which identifies specific areas of need. This data helps to determine the instructional goals and possible Tiered interventions. This tailored instructional support assists each student in making satisfactory progress during their Kindergarten year. At the end of the Kindergarten year, teachers administer a district end of year assessment to measure student growth and possible interventions for next grade level.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

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.** In 2016 the percentage of students achieving proficiency in grades 3 - 5 reading will increase by 5% from 2014 on the Florida State Assessment with regularly scheduled collaborative teacher planning focusing on implementation of best practices.
- G2.** In 2016 the percentage of students achieving proficiency in grade 3-5 math will increase by 5% from 2014 on the Florida State Assessment by providing mathematical professional development, implementation of the eight (8) mathematical practices as well as using best practices during math instructions.
- G3.** In 2016 the percentage of students scoring Level 3 or higher in grade 5 will increase by 10% on the Science FCAT 2.0.

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. In 2016 the percentage of students achieving proficiency in grades 3 - 5 reading will increase by 5% from 2014 on the Florida State Assessment with regularly scheduled collaborative teacher planning focusing on implementation of best practices. 1a

G071858

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	5.0

Resources Available to Support the Goal 2

- I-ready Toolkit
- Achieve 3000 Stretch lessons
- Vertical/Common planning/Coaching Cycle
- Professional Development - Unpacking FSA item specs, Differentiation
- TTS/DAR/FCRR
- CPALMS

Targeted Barriers to Achieving the Goal 3

- Many students lack foundational skills due to language barriers and comprehension of grade-level vocabulary.

Plan to Monitor Progress Toward G1. 8

Student work will be analyzed for progress and understanding; Mid-Module and Summative Assessments, EQUIP protocol and i-Ready Reading

Person Responsible

Beverly Jackson

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student workbooks, District assessments, I-Ready and Achieve3000 progress monitoring data

Plan to Monitor Progress Toward G1. 8

Reading Coach will debrief/update teacher progress at weekly leadership meetings including monitoring forms (informal and formal observations).

Person Responsible

Beverly Jackson

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Informal and formal observation forms, coaches report during leadership meetings

Plan to Monitor Progress Toward G1. 8

Weekly observations

Person Responsible

Charlene James

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Monitoring forms, informal and formal observations, student data/work.

G2. In 2016 the percentage of students achieving proficiency in grade 3-5 math will increase by 5% from 2014 on the Florida State Assessment by providing mathematical professional development, implementation of the eight (8) mathematical practices as well as using best practices during math instructions. 1a

G071859

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	5.0

Resources Available to Support the Goal 2

- IReady
- RTI
- Math Coach

Targeted Barriers to Achieving the Goal 3

- Students lack of math foundational pre-requisite skills necessary to grasp the higher level concept questions assessed at their grade level. Some teachers lack content knowledge.

Plan to Monitor Progress Toward G2. 8

IReady Math progress monitoring assessments, student activity completion rate and percentage, and Module Assessments

Person Responsible

Shalane Peterson

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Diagnostics and District Assessments, I-Ready data, data tracking sheets, student data chats

G3. In 2016 the percentage of students scoring Level 3 or higher in grade 5 will increase by 10% on the Science FCAT 2.0. **1a**

G071860

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	10.0

Resources Available to Support the Goal **2**

- District Science Coach and Web-Based Professional Development Opportunities
- Resource Rich Curriculum Guides
- Weekly PLC with Content Area Team Members

Targeted Barriers to Achieving the Goal **3**

- Students lack of scientific vocabulary and background knowledge.

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

Analyze data, analyze student interactive journals, Curriculum Guide Assessments

Person Responsible

Shalane Peterson

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

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. In 2016 the percentage of students achieving proficiency in grades 3 - 5 reading will increase by 5% from 2014 on the Florida State Assessment with regularly scheduled collaborative teacher planning focusing on implementation of best practices. **1**

 G071858

G1.B1 Many students lack foundational skills due to language barriers and comprehension of grade-level vocabulary. **2**

 B187377

G1.B1.S1 Teachers will use Making Words (primary grades) to model effective phonic strategies in small groups with targeted students. **4**

 S198835

Strategy Rationale

When students learn effective decoding skills, they will successfully read and comprehend grade level materials.

Action Step 1 **5**

Teachers will implement Making Words with small groups of students during small group instruction and/or the extended hour.

Person Responsible

Beverly Jackson

Schedule

Daily, from 8/31/2015 to 6/3/2016

Evidence of Completion

Teacher made assessments, district assessments, state assessments

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

Assessment data from I-Ready, Achieve3000, and DAR grade level assessments

Person Responsible

Charlene James

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Common Assessments, Reading Journals, Student Work

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

Classroom Observations, Regular Review of Lesson Plans and implementation, Student Work

Person Responsible

Charlene James

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

teacher observations, teacher conferences, lesson plans and implementation, student writing portfolios/interactive journals, district and state assessments, i-Ready and Achieve3000

G1.B1.S2 Teachers will use TTS and FCRR materials to address foundational skills with targeted students necessary to grasp the grade level materials. 4

 S198836

Strategy Rationale

When students learn effective strategies, they will successfully master grade level standards.

Action Step 1 5

Teachers will use the following materials (TTS/FCRR materials) to address areas of weakness.

Person Responsible

Beverly Jackson

Schedule

On 6/3/2016

Evidence of Completion

Student data

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

Administrators will monitor lesson plans and observe degree of fidelity of implementation during observations, walk-throughs and common planning with teachers. Reading Coach will analyze I-Ready and Achieve3000 weekly.

Person Responsible

Beverly Jackson

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Student I-Ready and Achieve3000 data, Teacher data sheets, tracking student progress and data chats.

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

Monitor student progress weekly

Person Responsible

Charlene James

Schedule

Weekly, from 8/31/2015 to 6/3/2016


Evidence of Completion

Teacher data sheets, RTI monitoring, and student data chats

G2. In 2016 the percentage of students achieving proficiency in grade 3-5 math will increase by 5% from 2014 on the Florida State Assessment by providing mathematical professional development, implementation of the eight (8) mathematical practices as well as using best practices during math instructions. 1

 G071859

G2.B1 Students lack of math foundational pre-requisite skills necessary to grasp the higher level concept questions assessed at their grade level. Some teachers lack content knowledge. 2

 B187380

G2.B1.S1 Teachers will use explicit modeling of math strategies during core instruction and small groups with targeted students. Teachers will expose all students to grade level math and higher order application problems. Teachers will consistently use the Gradual Release Model and follow the new curriculum guide. 4

 S198838

Strategy Rationale

When students learn effective math strategies for solving mathematical problems, they will successfully achieve grade level expectations.

Action Step 1 5

Teachers will attend weekly common planning to continue learning about the new DUVAL Math materials and curriculum to develop strategies for solving problems.

Person Responsible

Gregory Brown

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Lesson plans, common planning agenda and meeting minutes

Action Step 2 5

Teachers will be provided professional development and modeling by District Math Specialist and math coach; peer observations.

Person Responsible

Gregory Brown

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Peer observation notes, lesson plans, coaching notes

Action Step 3 5

Weekly observations

Person Responsible

Shalane Peterson

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Informal and Formal observations, Focus Walk-Throughs/Looks-Fors

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

Provide professional development and modeling by school-based and district math specialist. Math teachers will observe best practices in peer math classes. Administration and coaches will lesson plan with teachers weekly.

Person Responsible

Gregory Brown

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Evidence of professional development minutes, notes from classroom observations, common planning agenda and meeting minutes

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

Student work will be analyzed for progress and understanding; Mid-Module and Summative Assessments, EQUIP protocol and i-Ready data

Person Responsible

Gregory Brown

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Student data, Student workbooks, math journals,

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

Weekly observations

Person Responsible

Shalane Peterson

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Informal and Formal observation notes, Focus Walk-Throughs/Look-Fors

G3. In 2016 the percentage of students scoring Level 3 or higher in grade 5 will increase by 10% on the Science FCAT 2.0. 1

G071860

G3.B1 Students lack of scientific vocabulary and background knowledge. 2

B187383

G3.B1.S1 All students will conduct regular science investigations using the scientific method as outlined in the curriculum guide exposing them to the science vocabulary and building their background knowledge. 4

S198839

Strategy Rationale

When students learn to use the language of science through teacher modeling, instruction not only reinforces students' comprehension, but it also maximizes teachers' instructional time. In addition when teachers and students share science vocabulary, they learn to communicate while doing science.

Action Step 1 5

Teacher will attend District Science Training/professional development and bring back information to disseminate to the rest of the science teachers.

Person Responsible

Jeffery Braden

Schedule

Monthly, from 8/24/2015 to 6/3/2016

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.

Action Step 2 5

Teachers and students will participate in District Science Fair.

Person Responsible

Jeffery Braden

Schedule

Annually, from 8/31/2015 to 6/3/2016

Evidence of Completion

Science Fair Projects, lesson plans, documentation that all students participated in creating science fair projects

Action Step 3 5

District Science Specialist will provide professional development on integrating science vocabulary and interactive journals for student success.

Person Responsible

Shalane Peterson

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Classroom observations, district assessment results, regular review of student interactive journals

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

During classroom observations and pre/post conferences; common-planning, student data chats

Person Responsible

Shalane Peterson

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

lesson plans, common planning agenda and minutes, assessment data showing student progress, observations by district science specialist when available.

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

Analyze science district assessments and teacher-created assessments aligned to Science FCAT 2.0 item specifications.

Person Responsible

Shalane Peterson

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

assessment data showing student progress, teacher lesson plans.

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	Teachers will implement Making Words with small groups of students during small group instruction and/or the extended hour.	Jackson, Beverly	8/31/2015	Teacher made assessments, district assessments, state assessments	6/3/2016 daily
G1.B1.S2.A1	Teachers will use the following materials (TTS/FCRR materials) to address areas of weakness.	Jackson, Beverly	8/31/2015	Student data	6/3/2016 one-time
G2.B1.S1.A1	Teachers will attend weekly common planning to continue learning about the new DUVAL Math materials and curriculum to develop strategies for solving problems.	Brown, Gregory	8/31/2015	Lesson plans, common planning agenda and meeting minutes	6/3/2016 weekly
G3.B1.S1.A1	Teacher will attend District Science Training/professional development and bring back information to disseminate to the rest of the science teachers.	Braden, Jeffery	8/24/2015	The new strategies that have been shared are taking place within the classrooms; classroom observations, student interactive journals, district and state assessments.	6/3/2016 monthly
G2.B1.S1.A2	Teachers will be provided professional development and modeling by District Math Specialist and math coach; peer observations.	Brown, Gregory	8/31/2015	Peer observation notes, lesson plans, coaching notes	6/3/2016 monthly
G3.B1.S1.A2	Teachers and students will participate in District Science Fair.	Braden, Jeffery	8/31/2015	Science Fair Projects, lesson plans, documentation that all students participated in creating science fair projects	6/3/2016 annually
G2.B1.S1.A3	Weekly observations	Peterson, Shalane	8/31/2015	Informal and Formal observations, Focus Walk-Throughs/Looks-Fors	6/3/2016 weekly
G3.B1.S1.A3	District Science Specialist will provide professional development on integrating science vocabulary and interactive journals for student success.	Peterson, Shalane	8/31/2015	Classroom observations, district assessment results, regular review of student interactive journals	6/3/2016 monthly
G1.MA1	Student work will be analyzed for progress and understanding; Mid-Module and Summative Assessments, EQUIP protocol and i-Ready Reading	Jackson, Beverly	8/24/2015	Student workbooks, District assessments, I-Ready and Achieve3000 progress monitoring data	6/3/2016 weekly
G1.MA2	Reading Coach will debrief/update teacher progress at weekly leadership meetings including monitoring forms (informal and formal observations).	Jackson, Beverly	8/31/2015	Informal and formal observation forms, coaches report during leadership meetings	6/3/2016 weekly
G1.MA3	Weekly observations	James, Charlene	8/31/2015	Monitoring forms, informal and formal observations, student data/work.	6/3/2016 weekly
G1.B1.S1.MA1	Classroom Observations, Regular Review of Lesson Plans and implementation, Student Work	James, Charlene	8/24/2015	teacher observations, teacher conferences, lesson plans and implementation, student writing portfolios/interactive journals, district and state assessments, i-Ready and Achieve3000	6/3/2016 weekly
G1.B1.S1.MA1	Assessment data from I-Ready, Achieve3000, and DAR grade level assessments	James, Charlene	8/24/2015	Common Assessments, Reading Journals, Student Work	6/3/2016 weekly
G1.B1.S2.MA1	Monitor student progress weekly	James, Charlene	8/31/2015	Teacher data sheets, RTI monitoring, and student data chats	6/3/2016 weekly
G1.B1.S2.MA1	Administrators will monitor lesson plans and observe degree of fidelity of implementation during observations, walk-throughs and common planning with teachers. Reading Coach will	Jackson, Beverly	8/31/2015	Student I-Ready and Achieve3000 data, Teacher data sheets, tracking student progress and data chats.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	analyze I-Ready and Achieve3000 weekly.				
G2.MA1	IReady Math progress monitoring assessments, student activity completion rate and percentage, and Module Assessments	Peterson, Shalane	8/24/2015	Diagnostics and District Assessments, I-Ready data, data tracking sheets, student data chats	6/3/2016 quarterly
G2.B1.S1.MA1	Student work will be analyzed for progress and understanding; Mid-Module and Summative Assessments, EQUIP protocol and i-Ready data	Brown, Gregory	8/31/2015	Student data, Student workbooks, math journals,	6/3/2016 weekly
G2.B1.S1.MA3	Weekly observations	Peterson, Shalane	8/31/2015	Informal and Formal observation notes, Focus Walk-Throughs/Look-Fors	6/3/2016 weekly
G2.B1.S1.MA1	Provide professional development and modeling by school-based and district math specialist. Math teachers will observe best practices in peer math classes. Administration and coaches will lesson plan with teachers weekly.	Brown, Gregory	8/31/2015	Evidence of professional development minutes, notes from classroom observations, common planning agenda and meeting minutes	6/3/2016 weekly
G3.MA1	Analyze data, analyze student interactive journals, Curriculum Guide Assessments	Peterson, Shalane	8/24/2015	Student interactive journals, and district and classroom assessment results	6/3/2016 biweekly
G3.B1.S1.MA1	Analyze science district assessments and teacher-created assessments aligned to Science FCAT 2.0 item specifications.	Peterson, Shalane	8/24/2015	assessment data showing student progress, teacher lesson plans.	6/3/2016 quarterly
G3.B1.S1.MA1	During classroom observations and pre/post conferences; common-planning, student data chats	Peterson, Shalane	8/24/2015	lesson plans, common planning agenda and minutes, assessment data showing student progress, observations by district science specialist when available.	6/3/2016 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. In 2016 the percentage of students achieving proficiency in grades 3 - 5 reading will increase by 5% from 2014 on the Florida State Assessment with regularly scheduled collaborative teacher planning focusing on implementation of best practices.

G1.B1 Many students lack foundational skills due to language barriers and comprehension of grade-level vocabulary.

G1.B1.S2 Teachers will use TTS and FCRR materials to address foundational skills with targeted students necessary to grasp the grade level materials.

PD Opportunity 1

Teachers will use the following materials (TTS/FCRR materials) to address areas of weakness.

Facilitator

Beverly Jackson-Reading Coach, Charlene T. James, Principal

Participants

Teachers

Schedule

On 6/3/2016

G3. In 2016 the percentage of students scoring Level 3 or higher in grade 5 will increase by 10% on the Science FCAT 2.0.

G3.B1 Students lack of scientific vocabulary and background knowledge.

G3.B1.S1 All students will conduct regular science investigations using the scientific method as outlined in the curriculum guide exposing them to the science vocabulary and building their background knowledge.

PD Opportunity 1

Teacher will attend District Science Training/professional development and bring back information to disseminate 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 8/24/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will implement Making Words with small groups of students during small group instruction and/or the extended hour.	\$0.00
2	G1.B1.S2.A1	Teachers will use the following materials (TTS/FCRR materials) to address areas of weakness.	\$0.00
3	G2.B1.S1.A1	Teachers will attend weekly common planning to continue learning about the new DUVAL Math materials and curriculum to develop strategies for solving problems.	\$0.00
4	G2.B1.S1.A2	Teachers will be provided professional development and modeling by District Math Specialist and math coach; peer observations.	\$0.00
5	G2.B1.S1.A3	Weekly observations	\$0.00
6	G3.B1.S1.A1	Teacher will attend District Science Training/professional development and bring back information to disseminate to the rest of the science teachers.	\$0.00
7	G3.B1.S1.A2	Teachers and students will participate in District Science Fair.	\$0.00
8	G3.B1.S1.A3	District Science Specialist will provide professional development on integrating science vocabulary and interactive journals for student success.	\$0.00
Total:			\$0.00