

Duval County Public Schools

S. A. Hull Elementary School



2016-17 Schoolwide Improvement Plan

S. A. Hull Elementary School

7528 HULL ST, Jacksonville, FL 32219

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**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 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for S. A. Hull Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

It is our mission to help every child realize his or her full potential, become a responsible and productive citizen, and a life-long learner. We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose.

b. Provide the school's vision statement.

Every student is inspired and prepared for success in college or a career, and life.

2. School Environment

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

Upon enrollment, each student receives a home language survey which indicates if another language is spoken in the home. This document informs staff of diverse cultures within the school. 24% of the teachers are ESOL endorsed and are knowledgeable of strategies to assist relationship building. Each year the school hosts a multicultural fair which provides opportunities for students of different cultures to share information with other students. Additionally, guest speakers are invited to present customs, foods, games, etc. to the students. The school counselor includes cultural awareness activities in lesson plans and delivers them to the students.

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

The safety of students and staff is a priority shared between the leadership and staff at S. A. Hull. All outside doors and gates remain locked during the instructional day. Guests must announce themselves before they are admitted into the building and signs are posted stating that anyone entering the building must sign in at the office and receive a visitor's badge. The faculty and staff have been fully trained on all safety procedures related to visitors, fire drills, tornado drills, hurricane drills, intruders, shelter in place, etc. and practice these safety measures with the students on a monthly basis.

The school has a zero tolerance policy against bullying. All infractions are processed according to the Code of Student Conduct. The students are informed at the beginning of the year that bullying will not be tolerated.

Students are surveyed during the year to provide data on their feelings of safety and being respected. These results assist teachers in addressing any issues that cause students to feel unsafe or disrespected. The school counselor delivers lessons on "character" in her classroom instruction. These lessons lend themselves to teaching and learning about respectful behavior.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Positive Behavioral Interventions and Supports (PBIS) and CHAMPS are in place to assist in minimizing distractions to prevent loss of instructional time. The leadership team has a set protocol in place for dealing with behavior issues. These procedures allow the principal and assistant principal to deal with behavior concerns and allow the teacher to remain in the classroom to focus on instruction for the students. The leadership provides training to faculty and staff on the Code of Student Conduct and the expectations for reporting disciplinary issues to the administration. Last year, the school implemented the HERO program. The HERO program is designed to award students incentive points for exhibiting a positive behavior. The school has restorative justice which is a component of PBIS. The PBIS team provides training to the faculty, staff, and students based on the "Guidelines for Success".

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The School ensures that the social-emotional needs of all students are met as a result of the School Counseling program emphasis and mission. The School Counselor mission is to deliver a multi-layered, comprehensive, and accountable school counseling program in which equity, access, and academic success for all students is the focus. Therefore, every child is viewed as a child that can learn and will receive support to ensure his or her success. The School Counseling program at S. A. Hull Elementary ensures that all students have appropriate instruction and support to acquire communication skills, healthy self-images, and appropriate relationships with their peers. The School Counselor provides direct services to students, parents, and teachers, indirect services for assisting students, and provides program planning and support to students by engaging in the following: facilitates Response to Intervention (RtI), ensures referrals for the Duke Scholars program, conducts 504 & ELL plan meetings, LEA for IEP and EP plan meetings, provides vision screenings, conducts gifted screenings, facilitates School Counselor Advisory Committee(SCAC), Attendance Intervention Team facilitator(AIT), sets up Multidisciplinary Referral Team (MRT) meeting agendas, provides classroom guidance lessons, facilitates Red Ribbon week Activities, assists w/VPK data tracking, facilitates ALERT training for children safety, provides group and individual counseling sessions, and collaborates with stakeholders such as Learning for Life Inc. and Monique Burr Foundation Child Safety Matters. Also, the School Counselor provides services to parents, and acts as liaison with the community such as attending Oversight Committee monthly meetings at the Ribault Full Service School along with being a Team Up school program teacher.

During the 2016-2017 school year, S. A. Hull Elementary received a full-time behavioral specialist who assists with supporting the socially emotional needs of our students. The Administrators, School Counselor, Behavioral Specialist, ESE teacher meet with the Full-Service Team on a monthly basis to discuss students who are receiving services.

3. Early Warning Systems

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

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

Every effort is made for students to be on time and in attendance each day. Incentives are provided to students periodically throughout the year to keep the children focused on the importance of being in attendance. Daily attendance is monitored closely by administrators, teachers, and the school's attendance clerk. Once a child is tardy or absent more than three times, a phone call is made to determine the reason. If it is determined that there will be issues with a child's attendance, the school's attendance officer is notified and district procedures are implemented.

Students with one or more suspensions are assigned to a mentor with whom they meet weekly. The

mentor is any member of the staff, but is someone that the child has a connection to. These "check-ins" are used to assist the student with improving their behavior and reducing the likelihood of additional suspensions.

Any student with course failure or Level 1 status is immediately provided with additional instruction by the classroom teacher or interventionist. The children's progress is monitored and discussed during data reviews.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	8	8	15	9	5	8	0	0	0	0	0	0	0	53
One or more suspensions	0	2	0	1	0	4	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	1	5	9	8	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	5	13	25	0	0	0	0	0	0	0	43

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	11	15	11	7	8	0	0	0	0	0	0	0	52

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

The following Intervention Strategies are designed to improve the academic performance of students identified by the early warning system:

Attendance below 90 percent: Provides HERO incentives for promptness and attendance

One or More Suspensions: Assigns a mentor for students

Course Failure in ELA: Provides Tier II and Tier III Interventions with Ongoing Progress Monitoring

Course Failure in Math: Provides Tier II and Tier III Interventions with Ongoing Progress Monitoring

Level 1 on Statewide Assessments: Provides Tier II and Tier III Interventions with Ongoing Progress Monitoring

Primary Reading Interventionist supports Tier II and Tier III students

Reading Coach provides additional academic support to 3rd grade students

Intermediate Reading Interventionist supports Tier II and Tier III students

ESE Teacher provides academic support to Tier II and Tier III students

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/311967>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The School Advisory Council helps S. A. Hull secure and sustain business partnerships. Each year the SAC chair reaches out to local businesses and seeks support. Local businesses are invited to all SAC meetings and school events. To ensure reciprocity between the businesses and school, all business partners are identified on a board in the front hallway so as to inform parents of the support provided to the school.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Lott, Angela	Principal
Talbott, Torra	Assistant Principal
Roberts, Margaret	Instructional Coach
Cooper, Patricia	Other
Everett, Julie	School Counselor
Rouse-Mingo, Girleaner	Teacher, K-12
Strickland, Pamela	Other
Nelson-Pearson, Waquita	Teacher, ESE

b. Duties

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

- Angela Lott, Principal: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities. Performs walkthroughs and CAST (collaborative assessment System for Teachers) observations with targeted/ timely feedback on the effectiveness of instruction; communicates with school-based academic coaches, and district specialists in order to discuss instructional needs of teachers; participates in common planning/ PLC with emphasis on incorporating best practices, data-based instruction, student engagement and rigor; provides professional development training to teachers; utilizes data to monitor student achievement aligned to

performance expectations; participates in data chats with teachers and students;

- Torra Talbott, Assistant Principal: Performs walkthroughs and CAST (collaborative assessment System for Teachers) observations with targeted/ timely feedback on the effectiveness of instruction; communicates with the principal, school-based academic coaches, and district specialists in order to discuss instructional needs of teachers; participates in common planning/ PLC with emphasis on incorporating best practices, data-based instruction, student engagement and rigor; provides professional development training to teachers; utilizes data to monitor student achievement aligned to performance expectations; participates in data chats with teachers and students; serves as the liaison for science and math; processes referrals according to the “Student Code of Conduct”; communicates with the school counselor, ESE teacher, and other behavioral specialists to act as a student advocate; responds to constituent concerns in a timely, efficient, and positive manner; develops and monitors school-based Emergency Management Plans and adheres to district protocol for conducting safety drills; serves as the Title I liaison; communicates with stakeholders regarding literacy, assessments, discipline, attendance, and academics; and serves on the leadership, literacy, and Rtl committees.
- Margaret Lynch Roberts, Reading Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches; identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier I, Tier II, and Tier III intervention plans; and provides support for assessment and implementation monitoring.
- Julie Everett, Rtl Facilitator: Participates on Building Leadership Team; acts as liaison for implementation of Rtl at the school level; receives ongoing Rtl 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 Rtl.
- Julie Everett, School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies to schools and families to support the child’s academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
- Waquita Nelson-Pearson, Special Education Teacher: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier II and/or Tier III instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- Patricia Cooper, Primary Reading Interventionist: Provides Tier II and Tier III interventions to primary students in Reading based on i-Ready data with ongoing progress monitoring. The Reading Interventionist uses prescriptive lessons from i-Ready, DAR-TTS, Barton, and FCRR to address the skill deficits of each student.
- Pamela Strickland, Intermediate Reading Interventionist: Provides Tier II and Tier III interventions to intermediate students in Reading based on data from ACHIEVE 3000, i-Ready, and DAR with ongoing progress monitoring. The Interventionist relies on the decision tree and data to direct support. The Reading Interventionist uses prescriptive lessons from i-Ready, DAR-TTS, Barton, and FCRR to address the skill deficits of each student.
- Girleaner Rouse-Mingo, Math Coach and Professional Development Facilitator: As the math coach: Leads and evaluates core math content standards and programs; collaborates with teachers in the development of instructional practices that foster problem solving and mathematical understanding for students; collaboratively analyze assessments and guide instructional planning as well as professional development; work with teachers to implement the Standards for Mathematical

Practices, Common Core content standards and differentiated center assignments; and work with teachers to build upon their strengths in improving instructional practices. As the Professional Development Facilitator: Obtains information and training through on-line and face-to-face PDF meetings; Assists the principal in identifying participants; Assists the principal in the selection of mentor teachers; Conducts school-based MINT Orientation; Initiates and facilitates MINT electronic portfolio process; Meets regularly with mentors and novice teachers to provide support; Facilitates scheduling dates for principal observations; Assists the mentor with scheduling formative observations throughout the year; Assists with the development of the novice teacher's Individual Professional Development Plan (NT-IPDP) each year of their program participation; Serves as a member of the MINT Support Team; Provides resources to both the mentor and novice teacher as needed; Ensures that all required documentation has been completed to assist with Florida Educator Accomplished Practices verification; Reviews all required documentation prior to principal's final review.

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

The MTSS team meets bi-monthly to review screening data, diagnostic data and progress monitoring data to identify students not meeting academic, attendance, and/or behavioral expectations. After determining that effective Tier I Instruction is in place and has not proven effective, the team meets with teachers and begins the problem solving process to establish Tier II and/or Tier III interventions for students identified as in need . The team reviews the implementation of interventions at weekly common planning grade level meetings and determines if the interventions should be continued, increased, or terminated. The process is ongoing and fluid. Students are added and released from interventions as needed.

Federal, state, and local funds, services, and programs will be coordinated and integrated in the school.

The district receives Title II supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs and provides equipment to schools as needed. Title III Services are provided through the district for education materials and ELL district support to improve the education of English Language Learners. Supplemental Academic Instruction funds will be coordinated with Title I Funds to provide after school tutoring for students not meeting expectations. S. A. Hull incorporates Violence Prevention Programs Foundations/CHAMPS and a nutrition program Breakfast in the Classroom.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Angela Lott	Principal
Terry Butts	Business/Community
Margarett Roberts	Teacher
Eugene Wiggins	Education Support Employee
Deidre Chavis	Parent
Curtina Brown	Business/Community
Quana Lott	Business/Community
Ollie Alexander	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The 2015-2016 school improvement plan was evaluated by the School Advisory Council at the September meeting.

b. Development of this school improvement plan

The School Advisory Council will assist in preparing the School Improvement Plan, the Parent Involvement Plan, and other school-wide reforms. In addition, SAC will participate in reviewing relevant school-wide data, identifying areas in need of improvement, developing improvement strategies, and monitoring their impact. At scheduled meetings, the council will review the school's progress toward meeting the goals set forth in the School Improvement Plan.

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

The school leadership and School Advisory Council began drafting the School Improvement Plan during the August SAC meeting.

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

School Advisory Funds will be used to provide planners for teachers, agendas for students, and beautification of the school.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Lott, Angela	Principal
Talbott, Torra	Assistant Principal
Roberts, Margaret	Instructional Coach
Antzaklis, Tracey	Teacher, K-12
Skinner, Julie	Teacher, K-12
Strickland, Pamela	Teacher, K-12
Cooper, Patricia	Teacher, K-12

b. Duties

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

The major initiatives of the Literacy Leadership Team will be to deepen content knowledge of the Florida Standards, the FLDOE item specifications, the FLDOE writing rubrics, and DCPS ELA curriculum guides and to disseminate this understanding to the teachers. Also, the Literacy Leadership Team will create a plan to support the "25 Book" Campaign.

D. Public and Collaborative Teaching

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

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

Master schedules have been developed to provide common planning time for each grade level. The principal, assistant principal, and the academic coaches meet with grade level teams during common planning to assist with planning and instruction. The Administrators and the Academic Coaches facilitate Professional Learning Communities on topics of interest to the different grade level teams.

These meetings are planned with the intent of providing support to teachers and developing collegiality among staff.

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

S. A. Hull works in conjunction with the Duval County Public Schools Human Resource Office to maintain a pool of highly qualified, in-field, and effective teachers. When new teachers are assigned to S. A. Hull, they are assigned a mentor with whom they work throughout their first year. Additionally, the new teacher meets regularly with the Professional Development Facilitator to ensure successful completion of the MINT program, the administrators to ensure understanding of school-wide/ district policies and procedures, and the academic coaches for assistance with lesson planning and instructional delivery. The administrators provide ongoing walkthroughs with targeted feedback and next steps designed to improve the quality of instruction being delivered. The administration of S. A. Hull believes that sufficient support will lend itself to retention of effective beginning teachers.

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

S. A. Hull works in conjunction with the Duval County Public Schools MINT program to provide sufficient support for mentoring new teachers. The school-based Professional Development Facilitator arranges mentors for beginning teachers. Mentors are assigned based on the new teachers grade level assignment and needs. Mentors must be CET trained and must have demonstrated student growth from

their teaching.

Mentor: Margaret Roberts assigned to Mentee: Brittany Wivholm

Rationale for Pairing: Mrs. Roberts is the Reading Coach and has a plethora of instructional strategies designed to assist Ms. Wivholm with the quality of instruction implemented in the classroom. The mentor and mentee are meeting on a weekly basis during common planning. Also, additional instructional support is being provided within the classroom by the mentor. The mentee will have opportunities to visit different classes at the school level and other schools within the district. The mentee will attend a CHAMPs training.

Mentor: Allen Shephard assigned to Mentee: Tyrell Hill

Rationale for Pairing: Mr. Shephard and Mr. Hill, both teach in the same resource department. The mentor and mentee will meet on a weekly basis in the morning from 7:50 a.m. to 8:25 a.m. in order to provide planning and instructional support to the mentee. The mentee will have opportunities to visit different classes at the school level and other schools within the district. The mentee will attend a CHAMPs training.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

To ensure that core instructional programs and materials are aligned to the Florida Standards, teachers use the Duval County Public School Curriculum Guides and the county approved materials to plan and deliver instruction. The principal, assistant principal, and academic coaches provide support at common planning meetings by assisting teachers with unpacking the standards based on test item specifications, lesson planning, digging deeper into the achievement level descriptions, aligning activities to the standards, and disaggregating data. During common planning, the administrators, academic coaches, and teachers will use the EQUIP protocol document to analyze the alignment of the work to the standards.

b. Instructional Strategies

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

S. A. Hull Elementary uses data to provide differentiated instruction to meet the needs of each student.

Students are given a diagnostic assessment in reading (ACHIEVE 3000 and i-Ready) and math (i-Ready) to provide instruction at each students' level. Once the diagnostic is administered, teachers receive a report of each student's grade level in math and Lexile level in reading. Teachers base instruction on the levels determined by the assessments. With this program, students work on skills they need assistance with and are re-assessed before moving on to higher level skills. In addition to i-Ready, 3rd through 5th grade students use Achieve 3000. This program is also differentiated based on students reading levels. While all students in a grade level are reading about the same information, the passages are provided on students' Lexile level. Teachers also use standards

mastery, district assessments (end-of module, mid-year scrimmages, etc.) and classroom assessments to determine students' progress toward attaining proficiency. The district's data warehouse, Performance Matters, provides teachers with results by overall proficiency levels and standard/benchmark analysis. Teachers use this information to adjust instruction based on students' individual learning needs. During the instructional process, teachers support students' skill deficits through center rotations. The Primary and Intermediate Reading Interventionists provide additional support to Tier II and Tier III students.

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

Strategy: After School Program

Minutes added to school year: 10,000

S. A. Hull's Team Up program provides an additional 60 minutes of academic enrichment for students each day. The Team Up academic staff develops lesson plans and progress monitoring assessments to determine the effectiveness of the program.

Strategy Rationale

Many of the students attending S. A. Hull Elementary are from single family homes with multiple children. The Team Up program provides homework assistance and after-school tutoring for students of working parents.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rouse-Mingo, Girleaner, rouseg@duvalschools.org

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

The Academic Lead teacher is responsible for collecting, analyzing, and reporting the effectiveness of instructional strategies. The information is shared with the Team Up teachers at weekly planning meetings.

Strategy: Weekend Program

Minutes added to school year: 2,520

S. A. Hull receives grant funding from the Council for Educational Change to provide Saturday School in January through April of each year.

Strategy Rationale

All Level 1 and Level 2 students are invited to attend Saturday School for remediation on reading, writing, and/or math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lott, Angela, lotta@duvalschools.org

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

Teachers provide the staff working the Saturday School Program with lesson plans and activities to implement during these sessions. The results are returned to classroom teachers who analyze the effectiveness of the instruction at weekly common planning meetings.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Within the first thirty days of enrollment, kindergarten students are given the Florida Kindergarten Readiness Screening to obtain a reading benchmark. This assessment is comprised of two sub-tests. The data is used to group students for differentiated instruction and obtain strategies for immediate intensive intervention. In addition, students take the i-ready diagnostic in reading and math which provides the teacher with readiness levels for each student. An uninterrupted literacy block is implemented in Kindergarten classrooms to provide instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. At the end of the first grading period, students are reassessed to determine their reading progress. Kindergarten students also complete a baseline mathematics assessment during the first five weeks of school. This assessment assists teachers with identifying students that will require intervention. Ongoing progress monitoring is used to determine effectiveness of instruction and to monitor students' progress.

b. College and Career Readiness

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers implement the Duval Reads/Expeditionary Learning Reading Curriculum including the gradual release of responsibility framework, then the FSA English Language Arts-Achievement will increase from 32% to 42%.

- G2.** If students are challenged and engaged in real-world applications in ELA, Math, and Science, then students will remain on task and not disrupt the educational environment, which will lead to a decrease in referrals being written for students disrupting the educational environment and an increase in the number of students being proficient on the FCAT 2.0 Science and Florida Standards Assessments in ELA and Math.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers implement the Duval Reads/Expeditionary Learning Reading Curriculum including the gradual release of responsibility framework, then the FSA English Language Arts-Achievement will increase from 32% to 42%. 1a

G086476

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	42.0

Targeted Barriers to Achieving the Goal 3

- The students lack comprehension strategies for reading complex text.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Literacy Specialist; School's Reading Coach; Coaching Cycle; Early Dismissal Training; Duval Reads/Expeditionary Learning/Gradual Release of Responsibility Model; District Curriculum Guides, End of Module Assessments; Common Planning, i-ready, Achieve 3000, Test-item Specifications, and Achievement Level Descriptions..

Plan to Monitor Progress Toward G1. 8

Student performance of end of module assessments, i-ready assessments, Achieve 3000 assessments will be used as progress monitoring assessments. Results of Florida Standards Assessment will determine progress toward the goal.

Person Responsible

Angela Lott

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Evidence will be determined through an increase on progress monitoring assessments and the FSA.

G2. If students are challenged and engaged in real-world applications in ELA, Math, and Science, then students will remain on task and not disrupt the educational environment, which will lead to a decrease in referrals being written for students disrupting the educational environment and an increase in the number of students being proficient on the FCAT 2.0 Science and Florida Standards Assessments in ELA and Math.

1a

G086477

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	5.0

Targeted Barriers to Achieving the Goal 3

- Students lack prerequisite skills (background knowledge) and do not have interest in concepts being taught in math, science, and/or ELA.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, Teachers, Academic Coaches, Reading Interventionists, School Counselor, ESE Teacher, Full Service Specialist, HERO, District Curriculum, FDOE Standards, Test Item Specifications, Educational Field Trips, and PBIS Team

Plan to Monitor Progress Toward G2. 8

The following assessments will be used to monitor students progress toward meeting the goal: Mid-Module, End-of-Module, Curriculum Guides, i-Ready, and teacher-made. Also, discipline reports from FOCUS and HERO will be used to monitor progress toward meeting the goal.

Person Responsible

Torra Talbott

Schedule

Quarterly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Evidence will be determined through an improvement in student achievement on the End-of-Modules, Mid-Year Scrimmages, Standards Mastery, CGAs, FCAT 2.0 Science, and FSAs.

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. If teachers implement the Duval Reads/Expeditionary Learning Reading Curriculum including the gradual release of responsibility framework, then the FSA English Language Arts-Achievement will increase from 32% to 42%. **1**

 G086476

G1.B1 The students lack comprehension strategies for reading complex text. **2**

 B229799

G1.B1.S1 Teachers will implement with fidelity the Duval Reads/Expeditionary Learning Curriculum which includes modeling of reading strategies for comprehending complex texts. Scaffolded instruction will be provided to assist students with developing effective comprehension strategies. **4**

 S242450

Strategy Rationale

Modeling of comprehension strategies and scaffolding of instruction will assist in improving students' reading comprehension.

Action Step 1 **5**

Teachers will follow Duval Reads/Expeditionary Learning Curriculum to plan and deliver effective reading instruction.

Person Responsible

Angela Lott

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Effective strategy instruction, lesson plans, and student performance will serve as evidence.

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

Classroom walkthroughs, observations and lesson plans will be used to monitor the fidelity of implementation

Person Responsible

Angela Lott

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Evidence will be demonstrated through lesson plans and classroom observations.

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

Student performance on end of module assessments, i-ready assessments, Achieve 3000 assessments and FSA will be used to monitor the effectiveness of implementation.

Person Responsible

Angela Lott

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Modeling of comprehension strategies will be evident in lesson plans and classroom walkthroughs. Improvement in students' reading comprehension will be used to determine the effectiveness of the strategies.


G2. If students are challenged and engaged in real-world applications in ELA, Math, and Science, then students will remain on task and not disrupt the educational environment, which will lead to a decrease in referrals being written for students disrupting the educational environment and an increase in the number of students being proficient on the FCAT 2.0 Science and Florida Standards Assessments in ELA and Math. **1**

 G086477

G2.B1 Students lack prerequisite skills (background knowledge) and do not have interest in concepts being taught in math, science, and/or ELA. **2**

 B229800

G2.B1.S1 Teachers will provide explicit instruction to all students in each content area by using real-world applications and the gradual release of responsibility instructional framework to engage students in the instructional process. **4**

 S242452

Strategy Rationale

The Gradual Release of Responsibility Model is designed to engage students during the instructional process. Also, students will be required to demonstrate understanding while being challenged academically through real-world applications. By implementing these instructional strategies, students should remain on task during the instructional process.

Action Step 1 **5**

The Academic Coaches will assist teachers with the implementation of the gradual release of responsibility instructional framework, which is designed to engage students during the instructional process.

Person Responsible

Margarett Roberts

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans and observations will serve as evidence.

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

The classroom walkthroughs, observations and lesson plans will be used to monitor the fidelity of implementation.

Person Responsible

Torra Talbott

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Evidence will be demonstrated through lesson plans and classroom observations.

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

Progress from the curriculum guide assessments, end-of module assessments, i-ready assessments, ACHIEVE 3000 assessments, classroom assessments, and referrals will be used to monitor the effectiveness of students staying on task during the instructional process.

Person Responsible

Torra Talbott


Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Evidence will be demonstrated by improvement in students' performance on curriculum guide assessments, end-of module assessments, i-ready assessments, ACHIEVE 3000 assessments, classroom assessments, FCAT 2.0 in Science, and the Florida Standards Assessments. Also, the number of referrals based on disrupting the educational environment.

G2.B1.S2 Teachers will assign students Panther Points through HERO for staying on task during the instructional process. 4

 S242453

Strategy Rationale

All students awarded panther points for staying on task during the instructional process will receive an incentive for demonstrating this positive behavior.

Action Step 1 5

The administrator will provide HERO training to all teachers.

Person Responsible

Torra Talbott

Schedule

On 9/7/2016

Evidence of Completion

The agenda and PowerPoint presentation from Early Dismissal.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Classroom walkthroughs, observations, and data reports from HERO will be used to monitor the fidelity of implementation.

Person Responsible

Torra Talbott

Schedule

Weekly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Evidence will be determined through walkthroughs and data reports from HERO.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The number of students receiving referrals for disrupting the educational environment due to off task behavior; and the number of students receiving HERO points for on task behavior will be used to monitor the effectiveness.

Person Responsible

Torra Talbott

Schedule

Weekly, from 9/14/2016 to 6/2/2017

Evidence of Completion

Evidence will be demonstrated through discipline referrals in FOCUS and on task behavioral points in HERO.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S2.A1 A313800	The administrator will provide HERO training to all teachers.	Talbott, Torra	9/1/2016	The agenda and PowerPoint presentation from Early Dismissal.	9/7/2016 one-time
G1.MA1 M324114	Student performance of end of module assessments, i-ready assessments, Achieve 3000 assessments...	Lott, Angela	8/15/2016	Evidence will be determined through an increase on progress monitoring assessments and the FSA.	6/2/2017 quarterly
G2.MA1 M324123	The following assessments will be used to monitor students progress toward meeting the goal:...	Talbott, Torra	9/14/2016	Evidence will be determined through an improvement in student achievement on the End-of Modules, Mid-Year Scrimmages, Standards Mastery, CGAs, FCAT 2.0 Science, and FSAs.	6/2/2017 quarterly
G1.B1.S1.MA1 M324110	Student performance on end of module assessments, i-ready assessments, Achieve 3000 assessments and...	Lott, Angela	8/15/2016	Modeling of comprehension strategies will be evident in lesson plans and classroom walkthroughs. Improvement in students' reading comprehension will be used to determine the effectiveness of the strategies.	6/2/2017 quarterly
G1.B1.S1.MA1 M324111	Classroom walkthroughs, observations and lesson plans will be used to monitor the fidelity of...	Lott, Angela	8/15/2016	Evidence will be demonstrated through lesson plans and classroom observations.	6/2/2017 weekly
G1.B1.S1.A1 A313797	Teachers will follow Duval Reads/ Expeditionary Learning Curriculum to plan and deliver effective...	Lott, Angela	8/15/2016	Effective strategy instruction, lesson plans, and student performance will serve as evidence.	6/2/2017 biweekly
G2.B1.S1.MA1 M324115	Progress from the curriculum guide assessments, end-of module assessments, i-ready assessments,...	Talbott, Torra	8/15/2016	Evidence will be demonstrated by improvement in students' performance on curriculum guide assessments, end-of module assessments, i-ready assessments, ACHIEVE 3000 assessments, classroom assessments, FCAT 2.0 in Science, and the Florida Standards Assessments. Also, the number of referrals based on disrupting the educational environment.	6/2/2017 quarterly
G2.B1.S1.MA1 M324116	The classroom walkthroughs, observations and lesson plans will be used to monitor the fidelity of...	Talbott, Torra	8/15/2016	Evidence will be demonstrated through lesson plans and classroom observations.	6/2/2017 weekly
G2.B1.S1.A1 A313799	The Academic Coaches will assist teachers with the implementation of the gradual release of...	Roberts, Margaret	8/15/2016	Lesson plans and observations will serve as evidence.	6/2/2017 weekly
G2.B1.S2.MA1 M324117	The number of students receiving referrals for disrupting the educational environment due to off...	Talbott, Torra	9/14/2016	Evidence will be demonstrated through discipline referrals in FOCUS and on task behavioral points in HERO.	6/2/2017 weekly
G2.B1.S2.MA1 M324118	Classroom walkthroughs, observations, and data reports from HERO will be used to monitor the...	Talbott, Torra	9/14/2016	Evidence will be determined through walkthroughs and data reports from HERO.	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. If teachers implement the Duval Reads/Expeditionary Learning Reading Curriculum including the gradual release of responsibility framework, then the FSA English Language Arts-Achievement will increase from 32% to 42%.

G1.B1 The students lack comprehension strategies for reading complex text.

G1.B1.S1 Teachers will implement with fidelity the Duval Reads/Expeditionary Learning Curriculum which includes modeling of reading strategies for comprehending complex texts. Scaffolded instruction will be provided to assist students with developing effective comprehension strategies.

PD Opportunity 1

Teachers will follow Duval Reads/Expeditionary Learning Curriculum to plan and deliver effective reading instruction.

Facilitator

Margarett Roberts, School Reading Coach

Participants

K-5 ELA Teachers

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

G2. If students are challenged and engaged in real-world applications in ELA, Math, and Science, then students will remain on task and not disrupt the educational environment, which will lead to a decrease in referrals being written for students disrupting the educational environment and an increase in the number of students being proficient on the FCAT 2.0 Science and Florida Standards Assessments in ELA and Math.

G2.B1 Students lack prerequisite skills (background knowledge) and do not have interest in concepts being taught in math, science, and/or ELA.

G2.B1.S1 Teachers will provide explicit instruction to all students in each content area by using real-world applications and the gradual release of responsibility instructional framework to engage students in the instructional process.

PD Opportunity 1

The Academic Coaches will assist teachers with the implementation of the gradual release of responsibility instructional framework, which is designed to engage students during the instructional process.

Facilitator

Margarett Roberts

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G2.B1.S2 Teachers will assign students Panther Points through HERO for staying on task during the instructional process.

PD Opportunity 1

The administrator will provide HERO training to all teachers.

Facilitator

Torra Talbott

Participants

Teachers

Schedule

On 9/7/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will follow Duval Reads/Expeditionary Learning Curriculum to plan and deliver effective reading instruction.	\$0.00
2	G2.B1.S1.A1	The Academic Coaches will assist teachers with the implementation of the gradual release of responsibility instructional framework, which is designed to engage students during the instructional process.	\$0.00
3	G2.B1.S2.A1	The administrator will provide HERO training to all teachers.	\$0.00
Total:			\$0.00