

Duval County Public Schools

# Hogan Spring Glen Elementary School



2016-17 Schoolwide Improvement Plan

## Hogan Spring Glen Elementary School

6736 BEACH BLVD, Jacksonville, FL 32216

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	D*	F	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 Hogan Spring Glen Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

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

##### b. 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.

#### 2. School Environment

##### a. 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.

##### b. 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 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.

##### 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.

We use the acronym L.I.F.E (Lead, Inspire, Focus, Excel) to establish school-wide expectations and guidelines for success. All personnel are taught the expectations during pre-preplanning. 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 Support 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 "LIFE" 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. Students always have the opportunity to

receive a LIFE Achievement award. This award celebrates students who exemplify LIFE characteristics. This award can be given to any student by any adult in the building.

**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.**

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. Both the DCPS curriculum and the Guidance counselor will incorporate character building lessons. Together they will guide increase development and discussion among teachers and students to support a balance of academic success and social development.

**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.**

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.

**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	6	8	10	8	10	5	0	0	0	0	0	0	0	47
One or more suspensions	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	3	6	2	0	0	0	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	20	0	0	0	0	0	0	0	0	0	20

**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	1	0	2	11	9	5	0	0	0	0	0	0	0	28

**c. 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.

## 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/337576>.

##### 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.

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 2016-2017. Also, Florida Community College of Jacksonville will support our College and Career Fair to be held in May 2017. They will provide the school with additional school supplies and backpacks for students.

## 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
James, Charlene	Principal
Peterson, Shalane	Assistant Principal
Feldner, Dana	Teacher, ESE
Harville, Robin	Administrative Support
Johnson, Karen	

#### b. Duties



**1. 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.

Currently the school needs a Reading Coach. The Reading Coach will provide 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.

Currently the school needs a Math Coach. The math coach will provide 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 and Robin Harville, Reading Interventionists, will participate in student data collection. They integrate core instructional activities/materials into Tier III instruction, and collaborate with general education teachers through such activities.

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.

**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 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: Professional Development calendar will be based upon teacher observation, needs survey, and district- aligned instructional implementation cycles.

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).

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Charlene James	Principal
Kandy Jones	Parent
Rosemary James	Business/Community
Lavonne James	Business/Community
Kathy McCaulay	Business/Community
Patricia Crane	Education Support Employee
Sherry Heyward	Parent

**b. Duties**

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

*a. 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. SAC also revises the school improvement plan. Meetings are held monthly to address school concerns, data, and next steps.

*b. 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.

*c. 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.

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

2015-2016 funds helped purchase Supplemental reading materials to aid the improvement of student 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.

**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
Meadows, Sharon	Teacher, PreK
Harville, Robin	Instructional Media
Woodard, Erin	Teacher, K-12
James, Charlene	Principal
Mobley, Verlina	Teacher, K-12
Durden, DeeAnna	Teacher, K-12

## b. Duties

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

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".

## 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.**

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.

### **2. 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.

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

New Teachers (Jennifer Keller, Paul Kerrigan, and Jaime Weimann) will be paired with veteran teachers who have a history of high student achievement and has been a successful mentor. 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 Reading Interventionist, Anitra Alford. She is in the Aspiring Assistant Principal's program. Activities include peer observations and modeling lessons, and regular meetings.

## **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.**

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.

#### **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.**

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.

##### **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:** 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**

Livingston, Diana, livingstod@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

**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.

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.

### 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.** In 2017 the percentage of students achieving proficiency in grades 3 - 5 reading will increase from 2016 results 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 math will be maintained and increased in grades 4 and 5 on the Florida State Assessment by providing student activities, tasks, and assessments that are aligned and meet the complexity of the standards.
- G3.** In 2017 the percentage of students in grades 4 and 5 will make at adequate gains in reading by engaging student in increased student to student and targeted student to teacher (small group) interactions.
- G4.** In 2017 the percentage of students scoring Level 3 or higher in grade 5 will increase on the Science FCAT 2.0.

## 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.** In 2017 the percentage of students achieving proficiency in grades 3 - 5 reading will increase from 2016 results on the Florida State Assessment with regularly scheduled collaborative teacher planning focusing on implementation of best practices. 1a

G086976

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	5.0

**Targeted Barriers to Achieving the Goal** 3

- Many students lack foundational skills due to language barriers and comprehension of grade-level vocabulary.
- Teacher's familiarity with new curriculum and materials

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

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

**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**

Charlene James

**Schedule**

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

**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**

Charlene James

**Schedule**

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

**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 8/15/2016 to 6/2/2017

**Evidence of Completion**

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

**G2.** In 2016 the percentage of students achieving proficiency in grade 3 math will be maintained and increased in grades 4 and 5 on the Florida State Assessment by providing student activities, tasks, and assessments that are aligned and meet the complexity of the standards. 1a

G086977

**Targets Supported 1b**

Indicator	Annual Target
FSA Mathematics Achievement	80.0

**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.

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

- IReady
- RTI
- Math Coach

**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**

Monthly, from 8/24/2016 to 6/2/2017

**Evidence of Completion**

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

**G3.** In 2017 the percentage of students in grades 4 and 5 will make at adequate gains in reading by engaging student in increased student to student and targeted student to teacher (small group) interactions.

1a

G086978

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	20.0

**Targeted Barriers to Achieving the Goal** 3

- Teacher understanding of data analysis and how to identify where and why a student needs intervention.
- 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.
- Teacher understanding of how to align materials to student needs.

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

- IReady
- Teacher Toolkit
- Administration

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

Teacher made assessments, district module assessments, and district baseline/midyear assesments

**Person Responsible**

Charlene James

**Schedule**

Monthly, from 8/22/2016 to 6/5/2017

**Evidence of Completion**

Teacher formatives, district mid/end of module assessments, district mid year assessment, FSA

**G4.** In 2017 the percentage of students scoring Level 3 or higher in grade 5 will increase on the Science FCAT 2.0. 1a

G086979

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	5.0

**Targeted Barriers to Achieving the Goal** 3

- Students lack of scientific vocabulary and background knowledge.

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

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

**Plan to Monitor Progress Toward G4.** 8

Analyze data, analyze student interactive journals, Curriculum Guide Assessments

**Person Responsible**

Shalane Peterson

**Schedule**

Biweekly, from 8/24/2016 to 6/2/2017

**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 2017 the percentage of students achieving proficiency in grades 3 - 5 reading will increase from 2016 results on the Florida State Assessment with regularly scheduled collaborative teacher planning focusing on implementation of best practices. **1**

 G086976

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

 B231207

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

 S243926

### 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

Charlene James

#### Schedule

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

#### 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 8/15/2016 to 6/2/2017

**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 8/15/2016 to 6/2/2017

**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

S243927

### **Strategy Rationale**

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

### **Action Step 1** 5

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

#### **Person Responsible**

Charlene James

#### **Schedule**

Weekly, from 8/22/2016 to 6/2/2017

#### **Evidence of Completion**

Student data, differentiated instruction lesson plans for small groups

### **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. Administration will analyze I-Ready and Achieve3000 weekly.

#### **Person Responsible**

Charlene James

#### **Schedule**

Weekly, from 8/22/2016 to 6/2/2017

#### **Evidence of Completion**

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



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

Monitor student progress weekly

**Person Responsible**

Charlene James

**Schedule**

Weekly, from 8/31/2016 to 6/2/2017

***Evidence of Completion***

Teacher data sheets, RTI monitoring, and student data chats

**G1.B2** Teacher's familiarity with new curriculum and materials **2**

 B231208

**G1.B2.S1** Many students are speakers of other language and struggle with foundational skills. Due to lack of foundational skills, this creates a deficiency in student's comprehending text. As a result, students are performing at least 2 grade levels below. **4**

 S243928

**Strategy Rationale**

When students who lack foundational skills receive Saxon and Barton instruction to address deficiency, students will apply strategies and concepts to improve foundational skills and comprehension.

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

Teachers will effectively implement Saxon materials.

**Person Responsible**

Charlene James

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Saxon weekly spelling data, decoding strategies used in student work, lesson plans, teacher data trackers

**Action Step 2** **5**

Reading Interventionist will pull students and implement Barton materials effectively to bridge gaps in foundational skills and comprehension.

**Person Responsible**

Charlene James

**Schedule**

Daily, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Reading Interventionist data trackers, lesson plans, weekly progress monitoring

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Weekly Classroom observations, common planning agendas, data chats with students and teachers

**Person Responsible**

Charlene James

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Formal and informal observation forms, common planning minutes, data trackers/boards

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Meet weekly in common planning, weekly observations,

**Person Responsible**

Charlene James

**Schedule**

Weekly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Formal and informal observation forms, student work, data trackers/boards

**G2.** In 2016 the percentage of students achieving proficiency in grade 3 math will be maintained and increased in grades 4 and 5 on the Florida State Assessment by providing student activities, tasks, and assessments that are aligned and meet the complexity of the standards. 1

G086977

**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

B231210

**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

S243929

### 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

Shalane Peterson

#### Schedule

Weekly, from 8/31/2016 to 6/3/2017

#### 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

Shalane Peterson

#### Schedule

Monthly, from 8/31/2016 to 6/3/2017

#### Evidence of Completion

Peer observation notes, lesson plans, coaching notes

**Action Step 3** 5

Weekly observations

**Person Responsible**

Shalane Peterson

**Schedule**

Weekly, from 8/31/2016 to 6/3/2017

**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**

Shalane Peterson

**Schedule**

Weekly, from 8/31/2016 to 6/2/2017

**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**

Shalane Peterson

**Schedule**

Weekly, from 8/31/2016 to 6/2/2017

**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 8/31/2016 to 6/2/2017

**Evidence of Completion**

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

**G3.** In 2017 the percentage of students in grades 4 and 5 will make at adequate gains in reading by engaging student in increased student to student and targeted student to teacher (small group) interactions. 1

G086978

**G3.B1** Teacher understanding of data analysis and how to identify where and why a student needs intervention. 2

B231213

**G3.B1.S1** Work with teaches weekly to analyze student assessment data and student work on the standard level, item level and student level. 4

S243930

**Strategy Rationale**

Develop teacher capacity and equip teachers with the skills needed to use data for making future instructional decisions.

**Action Step 1 5**

Analyze student work and data weekly

**Person Responsible**

Shalane Peterson

**Schedule**

Weekly, from 8/22/2016 to 6/5/2017

**Evidence of Completion**

Data analysis sheet and collaborative planning agenda outlining next steps and expected outcomes.

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

Weekly

**Person Responsible**

Shalane Peterson

**Schedule**

Weekly, from 8/22/2016 to 6/5/2017

***Evidence of Completion***

Walkthroughs, assessment data.

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

Track assessment and remediation data

**Person Responsible**

Shalane Peterson

**Schedule**

Weekly, from 8/22/2016 to 6/5/2017

***Evidence of Completion***

Teacher assessments, District Assessments, FSA data.

**G3.B2** 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

B231214

**G3.B2.S1** Teachers will use explicit modeling of reading strategies during core instruction and small groups with targeted students. Teachers will expose all students to grade level text and higher order questions. Teachers will consistently use the Gradual Release Model and follow the new curriculum guide. 4

S243931

### Strategy Rationale

Provide intervention and support for students who need additional instruction/practice to reach mastery

### Action Step 1 5

Model and provide additional support during small group instruction with targeted students.

#### Person Responsible

Charlene James

#### Schedule

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

#### Evidence of Completion

Small group tasks/activities, teacher anecdotal notes, remediation assessment data

### Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Daily monitoring and support by coach and administration

#### Person Responsible

Charlene James

#### Schedule

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

#### Evidence of Completion

Walkthrough feedback, student work, teacher lesson plans



**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

Weekly collaborative session with administration to plan for effective instructional implementation with aligned resources.

**Person Responsible**

Charlene James

**Schedule**

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


***Evidence of Completion***

Walkthrough feedback, observation. Student work

**G4.** In 2017 the percentage of students scoring Level 3 or higher in grade 5 will increase on the Science FCAT 2.0. **1**

 G086979

**G4.B1** Students lack of scientific vocabulary and background knowledge. **2**

 B231216

**G4.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**

 S243933

### 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 8/24/2016 to 6/2/2017

#### 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 8/31/2016 to 6/2/2017

#### 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 8/31/2016 to 6/3/2017

**Evidence of Completion**

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

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

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

**Person Responsible**

Shalane Peterson

**Schedule**

Weekly, from 8/24/2016 to 6/3/2017

**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 G4.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 8/24/2016 to 6/3/2017

**Evidence of Completion**

assessment data showing student progress, teacher lesson plans.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.MA1 M327409	Student work will be analyzed for progress and understanding; Mid-Module and Summative Assessments,...	James, Charlene	8/15/2016	Student workbooks, District assessments, I-Ready and Achieve3000 progress monitoring data	6/2/2017 weekly
G1.MA2 M327410	Reading Coach will debrief/update teacher progress at weekly leadership meetings including...	James, Charlene	8/15/2016	Informal and formal observation forms, coaches report during leadership meetings	6/2/2017 weekly
G1.MA3 M327411	Weekly observations	James, Charlene	8/15/2016	Monitoring forms, informal and formal observations, student data/work.	6/2/2017 weekly
G2.MA1 M327415	IReady Math progress monitoring assessments, student activity completion rate and percentage, and...	Peterson, Shalane	8/24/2016	Diagnostics and District Assessments, I-Ready data, data tracking sheets, student data chats	6/2/2017 monthly
G4.MA1 M327423	Analyze data, analyze student interactive journals, Curriculum Guide Assessments	Peterson, Shalane	8/24/2016	Student interactive journals, and district and classroom assessment results	6/2/2017 biweekly
G1.B1.S1.MA1 M327403	Classroom Observations, Regular Review of Lesson Plans and implementation, Student Work	James, Charlene	8/15/2016	teacher observations, teacher conferences, lesson plans and implementation, student writing portfolios/interactive journals, district and state assessments, i-Ready and Achieve3000	6/2/2017 weekly
G1.B1.S1.MA1 M327404	Assessment data from I-Ready, Achieve3000, and DAR grade level assessments	James, Charlene	8/15/2016	Common Assessments, Reading Journals, Student Work	6/2/2017 weekly
G1.B1.S1.A1 A315659	Teachers will implement Making Words with small groups of students during small group instruction...	James, Charlene	8/15/2016	Teacher made assessments, district assessments, state assessments	6/2/2017 daily
G1.B2.S1.MA1 M327407	Meet weekly in common planning, weekly observations,	James, Charlene	8/22/2016	Formal and informal observation forms, student work, data trackers/boards	6/2/2017 weekly
G1.B2.S1.MA1 M327408	Weekly Classroom observations, common planning agendas, data chats with students and teachers	James, Charlene	8/22/2016	Formal and informal observation forms, common planning minutes, data trackers/boards	6/2/2017 weekly
G1.B2.S1.A1 A315661	Teachers will effectively implement Saxon materials.	James, Charlene	8/22/2016	Saxon weekly spelling data, decoding strategies used in student work, lesson plans, teacher data trackers	6/2/2017 daily
G1.B2.S1.A2 A315662	Reading Interventionist will pull students and implement Barton materials effectively to bridge...	James, Charlene	8/22/2016	Reading Interventionist data trackers, lesson plans, weekly progress monitoring	6/2/2017 daily
G2.B1.S1.MA1 M327412	Student work will be analyzed for progress and understanding; Mid-Module and Summative Assessments,...	Peterson, Shalane	8/31/2016	Student data, Student workbooks, math journals,	6/2/2017 weekly
G2.B1.S1.MA3 M327413	Weekly observations	Peterson, Shalane	8/31/2016	Informal and Formal observation notes, Focus Walk-Throughs/Look-Fors	6/2/2017 weekly
G2.B1.S1.MA1 M327414	Provide professional development and modeling by school-based and district math specialist. Math...	Peterson, Shalane	8/31/2016	Evidence of professional development minutes, notes from classroom observations, common planning agenda and meeting minutes	6/2/2017 weekly
G3.B2.S1.MA1 M327418	Weekly collaborative session with administration to plan for effective instructional implementation...	James, Charlene	8/15/2016	Walkthrough feedback, observation. Student work	6/2/2017 weekly
G3.B2.S1.MA1 M327419	Daily monitoring and support by coach and administration	James, Charlene	8/15/2016	Walkthrough feedback, student work, teacher lesson plans	6/2/2017 daily
G3.B2.S1.A1 A315667	Model and provide additional support during small group instruction with targeted students.	James, Charlene	8/15/2016	Small group tasks/activities, teacher anecdotal notes, remediation assessment data	6/2/2017 daily

**Duval - 0641 - Hogan Spring Glen Elementary School - 2016-17 SIP**  
*Hogan Spring Glen Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1 A315668	Teacher will attend District Science Training/professional development and bring back information...	Braden, Jeffery	8/24/2016	The new strategies that have been shared are taking place within the classrooms; classroom observations, student interactive journals, district and state assessments.	6/2/2017 monthly
G4.B1.S1.A2 A315669	Teachers and students will participate in District Science Fair.	Braden, Jeffery	8/31/2016	Science Fair Projects, lesson plans, documentation that all students participated in creating science fair projects	6/2/2017 annually
G1.B1.S2.MA1 M327405	Monitor student progress weekly	James, Charlene	8/31/2016	Teacher data sheets, RTI monitoring, and student data chats	6/2/2017 weekly
G1.B1.S2.MA1 M327406	Administrators will monitor lesson plans and observe degree of fidelity of implementation during...	James, Charlene	8/22/2016	Student I-Ready and Achieve3000 data, Teacher data sheets, tracking student progress and data chats, walk-throughs	6/2/2017 weekly
G1.B1.S2.A1 A315660	Teachers will use the following materials (Saxon/TTS/FCRR materials) to address areas of weakness.	James, Charlene	8/22/2016	Student data, differentiated instruction lesson plans for small groups	6/2/2017 weekly
G2.B1.S1.A1 A315663	Teachers will attend weekly common planning to continue learning about the new DUVAL Math materials...	Peterson, Shalane	8/31/2016	Lesson plans, common planning agenda and meeting minutes	6/3/2017 weekly
G2.B1.S1.A2 A315664	Teachers will be provided professional development and modeling by District Math Specialist and...	Peterson, Shalane	8/31/2016	Peer observation notes, lesson plans, coaching notes	6/3/2017 monthly
G2.B1.S1.A3 A315665	Weekly observations	Peterson, Shalane	8/31/2016	Informal and Formal observations, Focus Walk-Throughs/Looks-Fors	6/3/2017 weekly
G4.B1.S1.MA1 M327421	Analyze science district assessments and teacher-created assessments aligned to Science FCAT 2.0...	Peterson, Shalane	8/24/2016	assessment data showing student progress, teacher lesson plans.	6/3/2017 quarterly
G4.B1.S1.MA1 M327422	During classroom observations and pre/post conferences; common-planning, student data chats	Peterson, Shalane	8/24/2016	lesson plans, common planning agenda and minutes, assessment data showing student progress, observations by district science specialist when available.	6/3/2017 weekly
G4.B1.S1.A3 A315670	District Science Specialist will provide professional development on integrating science vocabulary...	Peterson, Shalane	8/31/2016	Classroom observations, district assessment results, regular review of student interactive journals	6/3/2017 monthly
G3.MA1 M327420	Teacher made assessments, district module assessments, and district baseline/midyear assessments	James, Charlene	8/22/2016	Teacher formatives, district mid/end of module assessments, district mid year assessment, FSA	6/5/2017 monthly
G3.B1.S1.MA1 M327416	Track assessment and remediation data	Peterson, Shalane	8/22/2016	Teacher assessments, District Assessments, FSA data.	6/5/2017 weekly
G3.B1.S1.MA1 M327417	Weekly	Peterson, Shalane	8/22/2016	Walkthroughs, assessment data.	6/5/2017 weekly
G3.B1.S1.A1 A315666	Analyze student work and data weekly	Peterson, Shalane	8/22/2016	Data analysis sheet and collaborative planning agenda outlining next steps and expected outcomes.	6/5/2017 weekly

## V. Professional Development Opportunities

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

**G1.** In 2017 the percentage of students achieving proficiency in grades 3 - 5 reading will increase from 2016 results 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 (Saxon/TTS/FCRR materials) to address areas of weakness.

#### **Facilitator**

Charlene T. James, Principal

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 8/22/2016 to 6/2/2017

**G3.** In 2017 the percentage of students in grades 4 and 5 will make at adequate gains in reading by engaging student in increased student to student and targeted student to teacher (small group) interactions.

**G3.B1** Teacher understanding of data analysis and how to identify where and why a student needs intervention.

**G3.B1.S1** Work with teaches weekly to analyze student assessment data and student work on the standard level, item level and student level.

**PD Opportunity 1**

Analyze student work and data weekly

**Facilitator**

Administrator

**Participants**

Teachers

**Schedule**

Weekly, from 8/22/2016 to 6/5/2017

**G4.** In 2017 the percentage of students scoring Level 3 or higher in grade 5 will increase on the Science FCAT 2.0.

**G4.B1** Students lack of scientific vocabulary and background knowledge.

**G4.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 8/24/2016 to 6/2/2017

## 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 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 (Saxon/TTS/FCRR materials) to address areas of weakness.	\$0.00
3	G1.B2.S1.A1	Teachers will effective implement Saxon materials.	\$0.00
4	G1.B2.S1.A2	Reading Interventionist will pull students and implement Barton materials effectively to bridge gaps in foundational skills and comprehension.	\$0.00
5	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
6	G2.B1.S1.A2	Teachers will be provided professional development and modeling by District Math Specialist and math coach; peer observations.	\$0.00
7	G2.B1.S1.A3	Weekly observations	\$0.00
8	G3.B1.S1.A1	Analyze student work and data weekly	\$0.00
9	G3.B2.S1.A1	Model and provide additional support during small group instruction with targeted students.	\$0.00
10	G4.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
11	G4.B1.S1.A2	Teachers and students will participate in District Science Fair.	\$0.00
12	G4.B1.S1.A3	District Science Specialist will provide professional development on integrating science vocabulary and interactive journals for student success.	\$0.00
<b>Total:</b>			<b>\$0.00</b>