



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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S. A. Hull Elementary School

7528 HULL ST

Jacksonville, FL 32219

904-924-3136

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 76%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 95%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> C	<b>2010-11</b> C	<b>2009-10</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

S. A. Hull Elementary School

##### Principal

Angela Lott

##### School Advisory Council chair

Curtrina Brown

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Angela Lott	Principal
Margarett Roberts	Reading/Instructional Coach
Terry Butts	Media Specialist/STC
Melissa Maxwell	Primary Teacher
Girleaner Rouse-Mingo	Intermediate Teacher
Julie Everett	School Counselor

#### District-Level Information

##### District

Duval

##### Superintendent

Dr. Nikolai P Vitti

##### Date of school board approval of SIP

1/7/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Angela Lott, Principal  
 Curtrina Brown, Chair Person  
 Veronica Gibson, Vice Chair/Educational Support  
 Margarett Roberts, Secretary/Teacher  
 Cheryl Stewart, Community/Business  
 Devon Lott, Community/Business  
 Ollie Alexander, Community/Business  
 Stephanie Crawford, Parent

#### Involvement of the SAC in the development of the SIP

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.

**Activities of the SAC for the upcoming school year**

The School Advisory Council will meet on eight scheduled dates and on additional dates as needed. The agendas for the scheduled meetings will include monitoring of data related to school improvement targets, revision of targets if needed, and initiatives needed to meet the goals of the School Improvement Plan.

**Projected use of school improvement funds, including the amount allocated to each project**

School Advisory Funds will be used to provide teacher planners, student agendas, and school beautification.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Angela Lott**

Principal

Years as Administrator: 22

Years at Current School: 5

**Credentials**

Bachelor of Science Early Childhood Education  
Masters of Education Leadership

**Performance Record**

S. A. Hull Elementary School  
2012-2013 School Grade: C % High Achieving Reading 50%; % High Achieving Math 50%; % High Achieving Writing 70% % High Achieving Science 28% % Gains Reading 66% % Gains Math 58% % Lowest 25% Reading 61% % Lowest 25% Math 58%  
AYP: NO  
Black and Economically Disadvantaged Sub-groups need improvement in Reading. S. A. Hull Elementary School  
2011-2012 School Grade: C % High Achieving Reading 57%; % High Achieving Math 44%; % High Achieving Writing 82%; % High Achieving Science 27%; % Gains Reading 516%; % Gains Math 56%;  
% Lowest 25% Reading 43%; % Lowest 25% Math 71%  
AYP: NO  
Black and Economically Disadvantaged Sub-groups need improvement in Reading. S. A. Hull Elementary School  
2010-2011 School Grade: C% High Achieving Reading 60%; % High Achieving Math 70%; % High Achieving Writing 85%; % High Achieving Science 26%; % Gains Reading 56%; % Gains Math 65%;  
% Lowest 25% Reading 43%; % Lowest 25% Math 73%  
AYP: NO  
Black and Economically Disadvantaged Sub-groups need improvement in Reading.

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



<b>Margarett Roberts</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 10</b>	<b>Years at Current School: 5</b>
<b>Areas</b>	Reading/Literacy, Mathematics, Science, Data	
<b>Credentials</b>	Bachelor of Science Elementary Education Bachelor of Science Education of Mentally Handicapped Master of Education Specific Learning Disabilities Educational Leadership Endorsement ESOL Endorsement Reading Endorsement	
<b>Performance Record</b>	S. A. Hull Elementary School 2012-2013 School Grade: C % High Achieving Reading 50%; % High Achieving Math 50%; % High Achieving Writing 70% % High Achieving Science 28% % Gains Reading 66% % Gains Math 58% % Lowest 25% Reading 61% % Lowest 25% Math 58% AYP: NO Black and Economically Disadvantaged Sub-groups need improvement in Reading. S. A. Hull Elementary School 2011-2012 School Grade: C % High Achieving Reading 60%; % High Achieving Math 70%; % High Achieving Writing 85%; % High Achieving Science 26%; % Gains Reading 56%; % Gains Math 65%; % Lowest 25% Reading 43%; % Lowest 25% Math 73% AYP: NO Black and Economically Disadvantaged Sub-groups need improvement in Reading. S. A. Hull Elementary School 2010-2011 School Grade: C% High Achieving Reading 60%; % High Achieving Math 70%; % High Achieving Writing 85%; % High Achieving Science 26%; % Gains Reading 56%; % Gains Math 65%; % Lowest 25% Reading 43%; % Lowest 25% Math 73% AYP: NO Black and Economically Disadvantaged Sub-groups need improvement in Reading.	

**Classroom Teachers**

<b># of classroom teachers</b>	22
<b># receiving effective rating or higher</b>	22, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	22, 100%
<b># ESOL endorsed</b>	5, 23%

**# reading endorsed**

4, 18%

**# with advanced degrees**

9, 41%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

3, 14%

**# with 6-14 years of experience**

6, 27%

**# with 15 or more years of experience**

13, 59%

**Education Paraprofessionals****# of paraprofessionals**

2

**# Highly Qualified**

2, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

S. A. Hull works in conjunction with the Duval County Public Schools Human Resource Office to maintain a pool of highly qualified, in-field, 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 Principal to ensure understanding of school and district policies and procedures, and the Instructional Coach for assistance with lesson planning, assessment and instruction, and instructional delivery. The administration of S. A. Hull believes that sufficient support will lend itself to retention of effective beginning teachers.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the 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 a 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.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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 1 Instruction is in place and has not proven effective, the team meets with teachers and begins the problem solving process to establish Tier 2 and/or Tier 3 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.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

- 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.
- 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 need 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 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
- Julie Everett RtI Facilitator: Participates on Building Leadership Team; acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support RtI.
- Julie Everett Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child’s academic, emotional, behavioral, and social 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.
- Audrey Dixon, Melissa Maxwell, Tracey Antzaklis, Carole Johnson, Girleaner Rouse-Mingo, and Julie

Skinner- Classroom Teachers: Provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/interventions; collaborate with other staff to implement Tier 2 and/or Tier 3 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities.

- Jeffry Carter Special Education Teacher: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- Jeffry Carter Foundations Team Chair: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
- Terry M. Butts School Technology Contact: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
- Dama Lake School Psychologist: Participates in collection, interpretation, analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention, planning and program evaluation; facilitates data-based decision making.
- Gwen Decatur Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures and helps identify systemic patterns of student need with respect to language skills.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Student achievement data is used to determine the fidelity and effectiveness of the MTSS and SIP. The leadership teams meets bi-monthly and reviews achievement data.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The following assessments are being used to obtain baseline academic data for the students at S. A. Hull Elementary School. Curriculum Guide Assessments in Reading, Writing, Mathematics, Science, Art, Music, and Physical Education; the IOWA test of basic skills; Diagnostic Assessments in Reading Instruction; and I-Ready. The results of these assessments will be available to the administration and teachers in Inform, a "warehouse" for collection of assessment information. Attendance data is recorded in Oncourse which provides teachers with ongoing attendance data. Teachers implement CHAMPS in their classrooms which provides a monitoring system for behavior.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The school counselor provides training for teachers at each early dismissal training on the MTSS process and data based problem solving. The counselor and instructional coach review data with grade level teams at weekly common planning meetings. Included in the Title 1 Parent Involvement Plan are parent trainings on data-based problem solving and interventions that can be implemented at home.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or 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 Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this 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.

**Who is responsible for monitoring implementation of this strategy?**

The Academic Lead Teacher is responsible for monitoring the implementation of this strategy.

**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 Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this 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.

**Who is responsible for monitoring implementation of this strategy?**

The School Leadership Team monitors the effectiveness of the Saturday School Program.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Angela Lott	Principal

Name	Title
Margaret Roberts	Reading Coach
Jeffry Carter	ESE Teacher
Melissa Maxwell	First Grade Teacher
Tracey Antzaklis	Second Grade Teacher
Carole Johnson	Third Grade Teacher
Pamela Strickland	Fourth Grade Teacher
Julie Skinner	Fifth Grade Teacher

### How the school-based LLT functions

The district's reading/language arts philosophy is clear in suggesting that a successful teacher not only teaches a child how to read, but also incorporates strategies to foster a love of reading and prepares the student to enjoy a lifetime of reading. In support of the district's reading goals and our school based reading goals, we have established a monthly literacy team data review meeting to assist us in aligning with the DCPS Comprehensive K-12 Reading Plan. Team members review current and longitudinal data to ensure the successful implementation of the common core standards and research based strategies for supporting students in reading.

We further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students.

### Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team will be to deepen content knowledge of the common core standards and the new DCPS Reading curriculum guides and to disseminate this understanding the teachers.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 Early Childhood Observation System, ECHOS, is a whole child-oriented measure based on national standards in seven domains: Language and Literacy, Mathematics, Social and Personal Skills, Science, Social Studies, Physical Development and Fitness, and Creative Arts and the Florida Assessment in Reading Instruction (FAIR). The data is used to group students for differentiated instruction and obtain strategies for immediate intensive intervention. 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.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%		No	57%
American Indian				
Asian				
Black/African American	52%		No	57%
Hispanic				
White				
English language learners				
Students with disabilities	44%		No	50%
Economically disadvantaged	51%		No	56%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	29%	37%
Students scoring at or above Achievement Level 4	11	15%	20%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	32	63%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	32	63%	68%

### Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	16	70%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

### Area 3: Mathematics

#### Elementary and Middle School Mathematics

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%		No	60%
American Indian				
Asian				
Black/African American	54%		No	59%
Hispanic				
White				
English language learners				
Students with disabilities	44%		No	50%
Economically disadvantaged	54%		No	59%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	73%	78%
Students scoring at or above Achievement Level 4	13	18%	23%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	29	58%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	29	58%	63%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	33%
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**



**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	11		10
Participation in STEM-related experiences provided for students	225	100%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	70	29%	10%
Students retained, pursuant to s. 1008.25, F.S.	12	5%	0%
Students who are not proficient in reading by third grade	3	8%	0%
Students who receive two or more behavior referrals	8	3%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	2%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

S. A. Hull will attempt to increase percentage of parents attending parental involvement activities from the 2012-2013 school year. Teachers and staff will offer parental involvement events based on results from surveying parents regarding topics of interest and by providing events at varying times so as to accommodate various work schedules.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
50% or more of parents will attend parental involvement activities at S. A. Hull during the 2013-2014 school year.	50	20%	50%

**Area 10: Additional Targets**

**Additional targets for the school**

SAFETY

**Specific Additional Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
The percentage of students that indicated a rating of "always" on the school climate survey item "I feel safe at school" will increase from 26.7% to at or above 50%.	57	27%	50%

## Goals Summary

- G1.** Increase the percent proficient by 4% to meet the 2014 AMO for reading of 57%.
- G2.** Increase the percent proficient by 5% to meet the 2014 AMO for math of 60%.
- G3.** Increase the percent proficient in writing from 70% on the 2013 FCAT Writing Assessment to 75% on the 2014 FCAT Writing Assessment.
- G4.** Increase the percent proficient from 29% on the 2013 FCAT Science Assessment to 33% on the 2014 FCAT Science Assessment.

## Goals Detail

**G1.** Increase the percent proficient by 4% to meet the 2014 AMO for reading of 57%.

### Targets Supported

### Resources Available to Support the Goal

- District Literacy Specialists; School Reading Coach; Coaching Cycle; Early Dismissal Training; Gradual Release Model; Success Maker; District Curriculum Guides, District Curriculum Guide Assessments

### Targeted Barriers to Achieving the Goal

- Students lack comprehension strategies for reading complex texts.

### Plan to Monitor Progress Toward the Goal

Curriculum Guide Assessments and classroom assessments will be used to monitor students progress toward meeting AMO.

### Person or Persons Responsible

Leadership Team will review data from ongoing curriculum guide assessments and classroom assessments at data review meetings with grade levels

### Target Dates or Schedule:

Leadership Team Meetings October 2013, January 2014, March 2014 and weekly grade level common planning meetings.

### Evidence of Completion:

Evidence will be determined through an improvement in student achievement on CGS's and FCAT.

**G2. Increase the percent proficient by 5% to meet the 2014 AMO for math of 60%.**

**Targets Supported**

**Resources Available to Support the Goal**

- District math specialists, Reflex math, iReady, Success Maker, Math Investigations, EnVision; District Curriculum Guides; District Curriculum Guide Assessments

**Targeted Barriers to Achieving the Goal**

- Students do not have quick recall of basic addition/subtraction and multiplication/division facts which are necessary to accurately complete multi-step, complex math problems

**Plan to Monitor Progress Toward the Goal**

Curriculum Guide Assessments and classroom assessments will be used to monitor students progress toward meeting the AMO target.

**Person or Persons Responsible**

Leadership Team will review data from ongoing curriculum guide assessments and classroom assessments at data review meetings with grade levels.

**Target Dates or Schedule:**

Monthly Leadership Team meetings and weekly grade level meetings August 2013 through June 2014.

**Evidence of Completion:**

Evidence will be determined through an improvement in student achievement on CGS's and FCAT.

**G3. Increase the percent proficient in writing from 70% on the 2013 FCAT Writing Assessment to 75% on the 2014 FCAT Writing Assessment.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Gradual Release Instructional Framework, School ELA Coach, District ELA Specialist, Making Words Instructional Materials; District Curriculum Guides, District Writing Prompts

**Targeted Barriers to Achieving the Goal**

- Students lack extensive vocabulary needed to add figurative language to writing pieces.
- Students lack knowledge and application of language conventions in writing.

### Plan to Monitor Progress Toward the Goal

District writing prompts and classroom writing assignments will be monitored for progress toward the goal of 75% proficient on the 2014 FCAT Writing Assessment.

#### Person or Persons Responsible

Classroom teachers and the leadership team will monitor students' writing progress

#### Target Dates or Schedule:

Students' progress will be monitored at weekly leadership team meetings and grade level common planning meetings from August 2103 through June 2104.

#### Evidence of Completion:

Improvement in students' scores on district writing prompts and the FCAT Writing Assessment will serve as evidence toward meeting the goal.

**G4.** Increase the percent proficient from 29% on the 2013 FCAT Science Assessment to 33% on the 2014 FCAT Science Assessment.

#### Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

#### Resources Available to Support the Goal

- District Science Coach, District Curriculum Guides, District Curriculum Guide Assessments, Dedicated Science Block and Lab

#### Targeted Barriers to Achieving the Goal

- Lack of Fidelity of Instruction across grade levels

### Plan to Monitor Progress Toward the Goal

Curriculum guide assessments and classroom assignments will be monitored to determine the effectiveness of this strategy for increasing science proficiency.

#### Person or Persons Responsible

The leadership team and grade level teams will monitor the strategy.

#### Target Dates or Schedule:

Monitoring will take place at weekly leadership team meetings and common grade level planning meetings.

#### Evidence of Completion:

An increase in student performance on Curriculum Guide Assessments, classroom assessments, and the FCAT will be used as evidence.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the percent proficient by 4% to meet the 2014 AMO for reading of 57%.

**G1.B2** Students lack comprehension strategies for reading complex texts.

**G1.B2.S1** Teachers will model reading strategies used to comprehend complex texts during the gradual release instructional framework. Scaffolded instruction will be provided to assist students with developing effective comprehension strategies.

#### **Action Step 1**

Reading coach will work with teachers to develop lessons that include modeling of comprehension strategies. Coach will model in classrooms and provide follow up coaching. Coach will develop and deliver professional development on comprehension strategies.

#### **Person or Persons Responsible**

The reading coach and teachers will implement the strategy.

#### **Target Dates or Schedule**

The reading coach will provide training for teachers at bi-monthly early dismissal meetings and weekly common planning meetings from August 2013 through June 2014. Teachers will deliver instruction to their students daily.

#### **Evidence of Completion**

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

#### **Facilitator:**

Tara Jackson K-2 District Literacy Specialist Michelle Matthews, 3-5 District Literacy Specialist Margaret Roberts, School ELA Coach

#### **Participants:**

K-5 ELA Teachers

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

Walk throughs will be used to monitor fidelity of implementation

#### **Person or Persons Responsible**

Reading Coach and principal will conduct walk throughs

#### **Target Dates or Schedule**

Walk throughs will be conducted weekly. August 2013 through June 2014.

#### **Evidence of Completion**

Evidence will be demonstrated by through lesson plans and observations.

### **Plan to Monitor Effectiveness of G1.B2.S1**

Student performance on Curriculum Guide Assessments and classroom assessments will be used to monitor effectiveness.

#### **Person or Persons Responsible**

Reading coach will collect data from CGA reports and weekly assessments and prepare reports for use at common planning meetings.

#### **Target Dates or Schedule**

Grade level teams will meet during common planning time weekly. August 2013 through June 2014.

#### **Evidence of Completion**

Modeling of comprehension strategies will be evident. Improvement in student reading comprehension will be used to determine the effectiveness of the strategies.

**G1.B2.S2** Teachers will implement the gradual release instructional framework providing scaffolded instruction to improve students ability at comprehending complex texts.

**Action Step 1**

Reading coach will work with teachers to develop lessons that follow the gradual release framework. Coach will model framework and provide follow up training.

**Person or Persons Responsible**

Reading coach and teachers will implement the strategy.

**Target Dates or Schedule**

Teachers and coach will participate in site-based professional development August 2013 through June 2014.

**Evidence of Completion**

Evidence of strategy will be demonstrated in lesson plans and instructional delivery.

**Facilitator:**

Tara Jackson K-2 District Literacy Specialist Michelle Matthews 3-5 District Literacy Specialist Margaret Roberts, School ELA Coach

**Participants:**

K-5 ELA Teachers

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

Strategies will be monitored for fidelity of implementation through observations of teachers using the gradual release instructional framework.

**Person or Persons Responsible**

Principal and reading coach will monitor implementation fidelity.

**Target Dates or Schedule**

Weekly walk throughs will be conducted to monitor fidelity. August 2013-June 2014.

**Evidence of Completion**

Evidence will be demonstrated through lesson plans and observations.



## Plan to Monitor Effectiveness of G1.B2.S2

Lesson plans, walk throughs and observations will be used to monitor the effectiveness of instruction using the gradual release instructional framework.

### Person or Persons Responsible

Principal and reading coach will monitor gradual release instructional framework

### Target Dates or Schedule

Monitoring will occur during weekly walkthroughs and scheduled observations. August 2013-June 2014.

### Evidence of Completion

Evidence will be demonstrated through lesson plans, implementation of "I Do", "We Do", "You Do" framework and use of center rotations.

**G1.B2.S3** Teachers will participate in a professional book study of the text, Text Complexity: Raising Rigor in Reading by Nancy Frey and Diane Fisher.

### Action Step 1

Professional book study.

#### Person or Persons Responsible

Reading coach will establish schedule for professional book study

#### Target Dates or Schedule

First Wednesday of each month from 7:50-8:30.

#### Evidence of Completion

Teacher sign in sheets will be used as evidence of participation.

#### Facilitator:

Margarett Roberts School Instructional Coach

#### Participants:

Kindergarten through fifth grade ELA teachers.

### **Plan to Monitor Fidelity of Implementation of G1.B2.S3**

Implementation of reading strategies to improve comprehension of complex texts.

#### **Person or Persons Responsible**

Instructional Coach

#### **Target Dates or Schedule**

The reading coach will monitor the implementation of strategies to improve students' comprehension of complex texts during monthly walk throughs.

#### **Evidence of Completion**

Evidence will be demonstrated through the implementation of comprehension strategies learned during the professional book study.

### **Plan to Monitor Effectiveness of G1.B2.S3**

Implementation of reading strategies to improve comprehension of complex texts.

#### **Person or Persons Responsible**

Instructional Coach

#### **Target Dates or Schedule**

The reading coach will monitor the implementation of strategies to improve students' comprehension of complex texts during monthly walk throughs.

#### **Evidence of Completion**

Evidence will be demonstrated through teacher lesson plans, classroom walk throughs, and an improvement in students' reading comprehension.

**G2.** Increase the percent proficient by 5% to meet the 2014 AMO for math of 60%.

**G2.B1** Students do not have quick recall of basic addition/subtraction and multiplication/division facts which are necessary to accurately complete multi-step, complex math problems

**G2.B1.S1** Teachers will incorporate foundational mathematics skills in the math instructional block

**Action Step 1**

Teachers will implement the gradual release instructional framework providing scaffolded instruction to improve students foundational skills.

**Person or Persons Responsible**

Teachers will implement the gradual release instructional framework.

**Target Dates or Schedule**

Instruction will be delivered using gradual release from August 2013 through June 2014.

**Evidence of Completion**

Lesson plans, observations will serve as evidence.

**Facilitator:**

Kim Stanley District Math Specialist

**Participants:**

K-5 Math Teachers

## **Action Step 2**

Teachers will incorporate daily skill practice in math by using Reflex Math, iReady, and Success Maker. Student progress will be monitored from the tracking and monitoring tools within the programs.

### **Person or Persons Responsible**

Teachers will implement Reflex Math, iReady, and Success Maker.

### **Target Dates or Schedule**

Reflex Math, iReady, and Success Maker will be implemented in the daily math block from August 2013-June 2014.

### **Evidence of Completion**

Evidence will be demonstrated through an improvement in student mathematical foundation skills on CGA's and classroom assessments.

### **Facilitator:**

Kim Stanley District Math Specialist

### **Participants:**

K-5 Math Teachers

## **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Fidelity of implementation will be monitored through the use of Reflex Math, iReady, and Success Maker administrative tools.

### **Person or Persons Responsible**

The leadership team will monitor the use of the programs.

### **Target Dates or Schedule**

Monitoring will occur weekly from August 2013-June 2014.

### **Evidence of Completion**

Logs will serve as evidence of implementation.

## Plan to Monitor Effectiveness of G2.B1.S1

Progress from the curriculum guide assessments and classroom assessments will be used to monitor the effectiveness of Reflex Math, iReady, and Success Maker to improve students mathematics foundational skills.

### Person or Persons Responsible

The Leadership Team will monitor the effectiveness of the strategies.

### Target Dates or Schedule

Bi-monthly data reviews will be held to review data from August 2013 through June 2014.

### Evidence of Completion

Evidence will be demonstrated by improvement in students' performance on curriculum guide assessments and the FCAT.

**G2.B1.S2** Teachers will provide scaffolded instruction for all students in math by using the gradual release instructional framework. Differentiated instruction will be provided through instruction at center rotations.

### Action Step 1

District math coach will work with teachers to develop lessons that follow the gradual release framework. Coach will model framework and provide follow up training.

### Person or Persons Responsible

District math coach and teachers will implement the strategy. Coach will deliver site-based professional development. August 2013-June 2014.

### Target Dates or Schedule

The professional development will occur from August 2013-June 2014.

### Evidence of Completion

Evidence will be demonstrated in lesson plans and instructional delivery.

### Facilitator:

Kim Stanley District Math Specialist

### Participants:

K-5 Math teachers

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2**

Strategy will be monitored for fidelity of implementation through observations of teachers using the gradual release instructional framework to deliver instruction.

#### **Person or Persons Responsible**

The principal and district coach will monitor implementation.

#### **Target Dates or Schedule**

Weekly walkthroughs will be used to monitor implementation. August 2013-June 2014.

#### **Evidence of Completion**

Evidence will be demonstrated through lesson plans and observations.

### **Plan to Monitor Effectiveness of G2.B1.S2**

Lesson plans, walkthroughs, and observations will be used to monitor the effectiveness of using the gradual release instructional framework to improve mathematics foundational skills.

#### **Person or Persons Responsible**

The principal will monitor for effectiveness.

#### **Target Dates or Schedule**

Monitoring will occur during weekly walkthroughs August 2013 through June 2014.

#### **Evidence of Completion**

Evidence will be demonstrated through lesson plans, implementation of the gradual release framework, and use of center rotations.

**G2.B1.S3** Teachers will participate in grade level coaching cycles with district math specialist to develop expertise with implementing iReady, Success Maker, and Reflex Math and using data from these programs to plan instruction.

**Action Step 1**

Grade level coaching cycles.

**Person or Persons Responsible**

Teachers and the district math specialist will participate in grade level coaching cycles.

**Target Dates or Schedule**

Coaching cycles will occur between October 2013 through April 2014.

**Evidence of Completion**

Evidence will demonstrated through agendas and teacher sign in logs. through agendas and teacher sign in logs.

**Facilitator:**

Kim Stanley District Math Specialist

**Participants:**

K-5 Math Teachers

**Plan to Monitor Fidelity of Implementation of G2.B1.S3**

Participation of teachers in the coaching cycles and implementing Success Maker, iReady, and Reflex Math to plan instruction.

**Person or Persons Responsible**

The district math specialist and principal will monitor for fidelity of implementation.

**Target Dates or Schedule**

Monitoring will occur during weekly walk throughs from October 2013 through April 2014.

**Evidence of Completion**

Evidence will be demonstrated through coaching cycle sign in logs, observation of teachers using Success Maker, iReady, and Reflex Math in the math block, teacher lesson plans, and the administrative tools in the programs.

### Plan to Monitor Effectiveness of G2.B1.S3

Monitoring of teachers participating in the coaching cycles and implementing Success Maker, iReady, and Reflex Math to plan instruction and improve students' mathematics foundational skills.

#### Person or Persons Responsible

The Leadership Team and the district math specialist will monitor the effectiveness of the coaching cycles by reviewing data from the administrative tools in Success Maker, iReady, and Reflex Math.

#### Target Dates or Schedule

Monitoring will occur between October 2013 and April 2014.

#### Evidence of Completion

Evidence of the effectiveness of the coaching cycles to improve students' mathematical foundation skills will be demonstrated through students' progress on progress reports from Success Maker, iReady, Reflex Math, Curriculum Guide Assessments and the Spring 2014 Mathematics FACT assessment.

**G3.** Increase the percent proficient in writing from 70% on the 2013 FCAT Writing Assessment to 75% on the 2014 FCAT Writing Assessment.

**G3.B1** Students lack extensive vocabulary needed to add figurative language to writing pieces.

**G3.B1.S2** Teachers will use the gradual release instructional framework to provide scaffolded writing instruction.

#### Action Step 1

District specialist and school coach will model using the gradual release instructional framework for writing instruction.

#### Person or Persons Responsible

District specialist, school coach, and classroom teachers implement the strategy.

#### Target Dates or Schedule

Strategy will be implemented from August 2013 through June of 2014.

#### Evidence of Completion

Evidence will be demonstrated through lesson plans and observations.



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

Instructional delivery of gradual release will be monitored for fidelity.

#### **Person or Persons Responsible**

The principal, district coach and school coach will monitor gradual release implementation.

#### **Target Dates or Schedule**

Monitoring will occur during weekly walk throughs from August 2013 through June 2104.

#### **Evidence of Completion**

Evidence will be demonstrated through lesson plans and observations.

### **Plan to Monitor Effectiveness of G3.B1.S2**

Lesson plans, observations, and walkthroughs will be used to onitor the effectiveness of using the gradual release framework for writing instruction.

#### **Person or Persons Responsible**

The Leadership Team will monitor data to determine the effectiveness of using the gradual release instructional framework to improve students writing.

#### **Target Dates or Schedule**

Monitoring will take place from August 2013 through June 2014.

#### **Evidence of Completion**

Improvement will be evidenced through student writing.

### **G3.B2 Students lack knowledge and application of language conventions in writing.**

**G3.B2.S1** To improve students' spelling skills and writing conventions teachers will implement Word Work instruction by using the district approved curriculum Making Words.

#### **Action Step 1**

Teachers will develop lessons designed to improve students' ability with word solving and spelling.

#### **Person or Persons Responsible**

Teachers will develop lessons from the Making Words instructional materials.

#### **Target Dates or Schedule**

Lessons will be created throughout the year from August 2013 through June 2014.

#### **Evidence of Completion**

Evidence will be demonstrated through lesson plans.

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

Word Work Lessons

#### **Person or Persons Responsible**

The principal and coach will monitor the implementation of Word Work

#### **Target Dates or Schedule**

Monitoring will occur weekly from August 2013 through June 2014.

#### **Evidence of Completion**

Observations and lesson plans will serve as evidence of word work lessons.

### Plan to Monitor Effectiveness of G3.B2.S1

Student writing will be used to determine the effectiveness of using word work to improve spelling and language conventions in student writing.

#### **Person or Persons Responsible**

The principal, teachers and the coach will monitor the strategy for effectiveness.

#### **Target Dates or Schedule**

Monitoring will occur at weekly leadership team meetings and grade level meetings August 2013-June 2014.

#### **Evidence of Completion**

Student writing will be used to determine the effectiveness of the strategy.

**G4.** Increase the percent proficient from 29% on the 2013 FCAT Science Assessment to 33% on the 2014 FCAT Science Assessment.

**G4.B1** Lack of Fidelity of Instruction across grade levels

**G4.B1.S1** Teachers in grades K through five will implement the district mandated science block. Lesson plans will be developed using the district curriculum guides to ensure appropriate pacing of instruction.

**Action Step 1**

Science instruction will be delivered as mandated in district master schedules. Lesson plans will be developed and implemented per the use of the science curriculum guides to ensure appropriately paced instruction.

**Person or Persons Responsible**

Teachers will implement the science block as mandated by district master schedules.

**Target Dates or Schedule**

Science instruction will be delivered as mandated in district master schedules from August 2013-June 2014.

**Evidence of Completion**

Lesson plans and observations will provide evidence of daily instruction.

**Facilitator:**

Lora Meade District Science Specialist

**Participants:**

K-5 Science Teachers

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

Fidelity of science instruction.

**Person or Persons Responsible**

Monitoring of science instruction will be conducted by the principal and district science coach

**Target Dates or Schedule**

Monitoring will be conducted through weekly walk throughs and bi-weekly science coach visits from August 2013 through June 2014.

**Evidence of Completion**

Evidence of science instruction will be demonstrated through lesson plans and observations.

## **Plan to Monitor Effectiveness of G4.B1.S1**

The implementation of the district mandated science block for increasing science proficiency.

### **Person or Persons Responsible**

The leadership team will monitor the effectiveness of daily science instruction for increasing science proficiency.

### **Target Dates or Schedule**

August 2013-June 2014

### **Evidence of Completion**

Evidence will be demonstrated by lesson plans and improvement in student achievement on Science Curriculum Guide Assessments and the 2014 FCAT Science Assessment.

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Increase the percent proficient by 4% to meet the 2014 AMO for reading of 57%.

**G1.B2** Students lack comprehension strategies for reading complex texts.

**G1.B2.S1** Teachers will model reading strategies used to comprehend complex texts during the gradual release instructional framework. Scaffolded instruction will be provided to assist students with developing effective comprehension strategies.

### PD Opportunity 1

Reading coach will work with teachers to develop lessons that include modeling of comprehension strategies. Coach will model in classrooms and provide follow up coaching. Coach will develop and deliver professional development on comprehension strategies.

#### Facilitator

Tara Jackson K-2 District Literacy Specialist Michelle Matthews, 3-5 District Literacy Specialist Margaret Roberts, School ELA Coach

#### Participants

K-5 ELA Teachers

#### Target Dates or Schedule

The reading coach will provide training for teachers at bi-monthly early dismissal meetings and weekly common planning meetings from August 2013 through June 2014. Teachers will deliver instruction to their students daily.

#### Evidence of Completion

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

**G1.B2.S2** Teachers will implement the gradual release instructional framework providing scaffolded instruction to improve students ability at comprehending complex texts.

**PD Opportunity 1**

Reading coach will work with teachers to develop lessons that follow the gradual release framework. Coach will model framework and provide follow up training.

**Facilitator**

Tara Jackson K-2 District Literacy Specialist Michelle Matthews 3-5 District Literacy Specialist Margaret Roberts, School ELA Coach

**Participants**

K-5 ELA Teachers

**Target Dates or Schedule**

Teachers and coach will participate in site-based professional development August 2013 through June 2014.

**Evidence of Completion**

Evidence of strategy will be demonstrated in lesson plans and instructional delivery.

**G1.B2.S3** Teachers will participate in a professional book study of the text, Text Complexity: Raising Rigor in Reading by Nancy Frey and Diane Fisher.

**PD Opportunity 1**

Professional book study.

**Facilitator**

Margaret Roberts School Instructional Coach

**Participants**

Kindergarten through fifth grade ELA teachers.

**Target Dates or Schedule**

First Wednesday of each month from 7:50-8:30.

**Evidence of Completion**

Teacher sign in sheets will be used as evidence of participation.

**G2.** Increase the percent proficient by 5% to meet the 2014 AMO for math of 60%.

**G2.B1** Students do not have quick recall of basic addition/subtraction and multiplication/division facts which are necessary to accurately complete multi-step, complex math problems

**G2.B1.S1** Teachers will incorporate foundational mathematics skills in the math instructional block

### **PD Opportunity 1**

Teachers will implement the gradual release instructional framework providing scaffolded instruction to improve students foundational skills.

#### **Facilitator**

Kim Stanley District Math Specialist

#### **Participants**

K-5 Math Teachers

#### **Target Dates or Schedule**

Instruction will be delivered using gradual release from August 2013 through June 2014.

#### **Evidence of Completion**

Lesson plans, observations will serve as evidence.

### **PD Opportunity 2**

Teachers will incorporate daily skill practice in math by using Reflex Math, iReady, and Success Maker. Student progress will be monitored from the tracking and monitoring tools within the programs.

#### **Facilitator**

Kim Stanley District Math Specialist

#### **Participants**

K-5 Math Teachers

#### **Target Dates or Schedule**

Reflex Math, iReady, and Success Maker will be implemented in the daily math block from August 2013-June 2014.

#### **Evidence of Completion**

Evidence will be demonstrated through an improvement in student mathematical foundation skills on CGA's and classroom assessments.



**G2.B1.S2** Teachers will provide scaffolded instruction for all students in math by using the gradual release instructional framework. Differentiated instruction will be provided through instruction at center rotations.

**PD Opportunity 1**

District math coach will work with teachers to develop lessons that follow the gradual release framework. Coach will model framework and provide follow up training.

**Facilitator**

Kim Stanley District Math Specialist

**Participants**

K-5 Math teachers

**Target Dates or Schedule**

The professional development will occur from August 2013-June 2014.

**Evidence of Completion**

Evidence will be demonstrated in lesson plans and instructional delivery.

**G2.B1.S3** Teachers will participate in grade level coaching cycles with district math specialist to develop expertise with implementing iReady, Success Maker, and Reflex Math and using data from these programs to plan instruction.

**PD Opportunity 1**

Grade level coaching cycles.

**Facilitator**

Kim Stanley District Math Specialist

**Participants**

K-5 Math Teachers

**Target Dates or Schedule**

Coaching cycles will occur between October 2013 through April 2014.

**Evidence of Completion**

Evidence will demonstrated through agendas and teacher sign in logs. through agendas and teacher sign in logs.

**G4.** Increase the percent proficient from 29% on the 2013 FCAT Science Assessment to 33% on the 2014 FCAT Science Assessment.

**G4.B1** Lack of Fidelity of Instruction across grade levels

**G4.B1.S1** Teachers in grades K through five will implement the district mandated science block. Lesson plans will be developed using the district curriculum guides to ensure appropriate pacing of instruction.

**PD Opportunity 1**

Science instruction will be delivered as mandated in district master schedules. Lesson plans will be developed and implemented per the use of the science curriculum guides to ensure appropriately paced instruction.

**Facilitator**

Lora Meade District Science Specialist

**Participants**

K-5 Science Teachers

**Target Dates or Schedule**

Science instruction will be delivered as mandated in district master schedules from August 2013-June 2014.

**Evidence of Completion**

Lesson plans and observations will provide evidence of daily instruction.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase the percent proficient by 4% to meet the 2014 AMO for reading of 57%.	\$420
Total		\$420

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
5100510	\$420	\$420
Total	\$420	\$420

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Increase the percent proficient by 4% to meet the 2014 AMO for reading of 57%.

**G1.B2** Students lack comprehension strategies for reading complex texts.

**G1.B2.S3** Teachers will participate in a professional book study of the text, Text Complexity: Raising Rigor in Reading by Nancy Frey and Diane Fisher.

#### Action Step 1

Professional book study.

#### Resource Type

Professional Development

#### Resource

Text Complexity: Raising Rigor in Reading (Fisher and Frey)

#### Funding Source

5100510

#### Amount Needed

\$420