

Duval County Public Schools

Hyde Grove Elementary School



2017-18 Schoolwide Improvement Plan

Hyde Grove Elementary School

2056 LANE AVE S, Jacksonville, FL 32210

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

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

**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 is pending approval by the Duval County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Hyde Grove Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

-Provide and arts integrated environment that fosters the academic, emotional, and social development of all learners, and equips them with the 21st century skills necessary to be successful.

- Our mission is to provide educational excellence in every classroom, for every student, every day.

b. Provide the school's vision statement.

Our vision is for every student to be inspired and prepared for success in college or a career, and life.

2. School Environment

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

The process by which the school will learn about students' cultures is through:

~ School will focus on an arts integration teaching model to offer effective learning which includes learning that is active, experimental, reflective, social, evolving, and focused on problem solving.

~ School will focus on the arts integration teaching method to engage students in experiences in which they actively build, demonstrate, and challenge their understanding of both the non-arts and arts curriculum areas.

~ Consistent communication with parents that take place through phone calls, parent conferences, daily communication in agendas, and emails to ensure that a relationship is established between the teacher and parents as well as administration.

~ Faculty and staff members getting to know the parents and their students by enhancing the hidden talents in each child and allowing opportunities for students to express their musical or artistic talents within the learning environment.

~ Parent conferences that will be held at least once every nine weeks, and student progress will also be issued throughout the nine weeks.

~ Teachers will study the previous year's data from parent surveys and create next steps that would provide better relationships between school and home.

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

Hyde Grove Early Learning Center will establish a culture of compassion and respect for all students.

~ Students will be celebrated for displaying positive character traits. This will increase the positive sense of community among students.

~ We will implement Positive Behavioral Interventions that will increase healthy student relationships and a safe environment.

~ Common areas will be monitored consistently to improve the safety of all students. School wide rules, rituals and routines will be in place for all common areas.

~ Teachers will create an atmosphere of trust and respect within the classroom by guiding students through strategies to help make good decisions.

~ The school will manage student behavior in the classroom by using the CHAMPS concept to increase well-managed classrooms.

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.

A Foundations Team of representatives throughout the school will be formed.

A school-wide discipline plan will be implemented with the following guidelines:

~The plan will be designed to promote positive behavior through setting clear expectations and holding students accountable for their behavior.

~ The plan will include progressive discipline levels with consequences that are implemented with fidelity.

~ All staff members will respect the uniqueness of each student, incident, and set of circumstances.

~ The school-wide behavioral system will foster positive relationships based on mutual respect, transparency, honesty, and its implementation with consistency.

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

The school will ensure the social-emotional needs of all students are being met by utilizing the services of our school counselor and social workers. These service providers will:

~ Provide crisis intervention that will help students cope with challenging situations

~ Develop and monitor intervention strategies that are tailored to each child to increase academic success

~ Work closely with parents to facilitate their involvement in their child's academic success.

- Provide programs to students with special needs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Hyde Early Learning Center's early warning indicators are viewed differently in our second year as a Pre-K to 2nd grade school. The early warning indicators include:

~ Attendance

- ~ Suspensions
- ~ Retainees

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
	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance	37	36	29	0	0	0	0	0	0	0	0	0	0	102
Suspensions	0	13	26	0	0	0	0	0	0	0	0	0	0	39
Retainees	1	8	8	0	0	0	0	0	0	0	0	0	0	17

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
	1	7	5	0	0	0	0	0	0	0	0	0	0	13

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

Attendance - We have created a system to monitor attendance weekly. Classrooms are celebrated when they have the highest number of students present. Teachers report to the school counselor and/or the school social worker when they notice a child with 5 absences in a month so that there could be conversation and possible truancy procedures initiated.

Suspensions- As a school, we follow a school-wide positive behavior plan. This is to encourage good behavior with frequent celebrations and incentives. Behavior contracts are put in place for students with challenging behaviors and the behavior interventionist monitors behaviors with a reward system.

Retainees- The students in the bottom 25% based on i-Ready are seen by the reading interventionists and have daily Tier II and Tier III safety nets in place to remediate their deficiencies. This is monitored through the Response to Intervention (RtI) meetings that take place monthly.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

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.

Hyde Grove Early Learning Center will build and sustain partnerships with the local community in the following ways:

- ~ School is partnering with Any Given Child and Cultural Council of Greater Jacksonville to provide a teaching artist resident for 20 weeks of arts-integrated instruction for the 2017-18 school year.
- ~ Partnering with Redemption Church to secure positive role models for students in the classroom setting.
- ~ Partnering with Wal-Mart in order to fund Blessings in a Backpack, a weekly service providing non-perishable food items to students in need.
- ~ Partnering with St. Paul Church of Jacksonville to create a mentoring program for young males.
- ~ Partnering with Wiley Road Senior Center to create a mentor system for students.
- ~ Partnering with Boys and Girls Club, a community service providing tutoring & after school care for students.
- ~ Partnering with the U.S. NAVY, under the direction of Commander McCall, to provide mentors during TeamUp to read with students.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Sapp, Augena	Principal
Matthews, Hannah	Instructional Coach
Thompson, Lola	Teacher, K-12
Rodriguez, Janelle	Teacher, K-12
Shellard, Jillian	Teacher, K-12

b. Duties

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

Effective leadership begins with the development of a school wide vision of commitment to high standards and the success of all students. The principal's role is to spell out the vision and get all stakeholders on board. The principal will achieve this by:

1. Shaping a vision of academic success for all students
2. Creating a climate that fosters a positive, safe learning environment
3. Cultivating leadership in others so that all stakeholders assume their role in fulfilling the school vision;
4. Improving instruction through professional development opportunities

5. Conducting frequent data chats in order to create the growth mindset in all teachers.

The principal will be present in classrooms to provide feedback and support and will participate in common planning and Professional Learning Communities in the areas of reading, mathematics, science, student data analysis and discipline.

The Instructional Coach will provide support for both new teachers and teachers identified as needing tier 2 or tier 3 support.

The coaches will provide support by:

Promoting a knowledge base of effective strategies, assisting teachers by demonstration and modeling, practicing strategies and providing feedback through peer coaching, planning with teachers, facilitating on-site professional learning during early dismissal training that is content focused and by participating in on-going and extensive professional development via Instruction Intervention Team Cycles.

The Reading Interventionists will provide additional support for students in the Lowest Quartile through data driven small group instruction. Interventionists will report progress with small groups during Leadership Team Meetings.

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.

Teachers and administration will analyze data over time to determine areas of concern and next steps with the RtI/Multi Tiered Systems of Support team. The team collaborates to determine the tier of support for the student. The RtI team works with the teacher to implement Tier 2 or 3 interventions.

Title I funds will be used to enrich education through engaging, educational field trips for students. All professional development will be addressed by the district level specialists and coaches.

~ Arts Integration Leadership Team

Arts Integration Leadership Team will meet to review best practices in arts integration for each grade level and create action plans to meet the needs of the students at the individual level, class level, and school level. They will develop and refine arts integration lessons that effectively teach ELA, Math, Science, and Social studies through an artistic measure that meets the demands for 21st century skills. They will develop school wide initiatives that are addressed through arts integration, such as; bullying, healthy living, and character development. They will develop community involvement activities through the arts that foster community relationships between home and school and build a positive school culture. The team will also provide mentorships to new and novice teachers with arts integration common planning and professional development.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Teacher
Lola Thompson	Teacher
Courtney Mitchell	Parent
Jimbo Stewart	Business/Community
Christopher Litton	Education Support Employee
Zack Altenback	Business/Community
Trevaris Tutt	Business/Community
AuGena Sapp	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council analyzed the previous year's School Improvement Plan and gave feedback as to which strategies were effective, and gave suggestions for revisions.

b. Development of this school improvement plan

The School Advisory Council has met and discussed the progress made in the previous school year, the goals of the school, the barriers to the goals and ways to implement strategies and action steps. Members reviewed the previous year's School Improvement Plan and made decisions regarding strategies that were in need of revision, and those that should remain in place.

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

As the school year progresses, the School Advisory Council will continue to provide input and feedback on the use of school funding.

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

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
Matthews, Hannah	Instructional Coach
Rodriguez, Janelle	Teacher, K-12
Thompson, Lola	Teacher, K-12
Cates, Jennifer	

b. Duties

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

The Literacy Leadership Team will meet to review the most recent data and problem solve ways to meet the needs of students at the individual level, class level and school wide level. The team will also develop ways to provide enrichment to those students who are showing continual mastery in order to maintain their level of proficiency. Professional development needs will also be determined, planned and implemented through the input of the team. The Literacy Leadership Team will plan and implement activities for grades Pre-K to second grade to foster a common school wide literacy program. Community involvement activities will be planned to bridge the gap between home and school literacy through activities such as Family Literacy Nights and school wide reading celebrations.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

In order to encourage positive working relationships between teachers, a resource schedule has been developed to provide 45 minutes of common planning time for each grade level once a week. Teachers will attend Professional Learning Communities each week. Teachers will collaborate and plan together on the remaining days of the week with support from the school based coaches. Student data and work will be reviewed and analyzed using the student work protocol, and teachers will support one another through focused observations, participation in lesson studies and coaching cycles. This strategy will build capacity within the school, and will provide teachers with peer coaching as well as support from the instructional coaches.

Through arts integration the school will foster collaborations between arts and non-arts teachers to create innovative teaching strategies to target student growth and achievement. Teachers will consistently use a multidisciplinary approach to in planning lessons and integrating the arts in their classrooms to improve student engagement and achievement.

Teacher isolation is reduced as classroom, visual arts and music teachers collaborate with teaching artists during Professional Learning Communities (PLC's), grade level meetings, professional development workshops and other collaborative efforts.

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

DCPS Human Resource Department will provide the school with a list of all highly qualified applicants that have applied for available positions. Administration will interview applicants and offer positions to those most qualified. Mentors will be assigned to new teachers in order to meet the requirements of the Teacher Induction Program (M.I.N.T.) and the team leaders will also provide assistance to new teachers in the areas of planning and instruction. New teachers and Mentors will meet with the Professional Development Facilitator on a bi-monthly basis to review the monthly M.I.N.T. requirements. New hires

will also meet with an administrator on a monthly basis to discuss any issues that need to be addressed or any concerns the new teacher may have.

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

Teachers new to Hyde Grove Early Learning Center or new to a grade level will be assigned a mentor teacher. Teachers with and/or Clinical Education training will be used as the mentors. Mentors and Novice Teachers will be required to meet on a bi-weekly basis with the support from the Professional Development Facilitator. These meetings will focus on completing the requirements of the Teacher Induction Program, address any areas of concern that the teacher or mentor identify and provide a network of resources to Novice Teachers. Support will also be given to Novice Teachers by district and school administration, reading and math coaches, the school counselor, ESE teachers and media specialist. Novice teachers are also provided the opportunity to visit model classrooms within the school and the district to conduct Focus Observations in specific areas in need of improvement or refinement.

If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the Individual Professional Development Plan to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching opportunities with the reading coach; assignment to a mentor teacher; or assigned to ongoing professional development offered by the district.

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.

The school ensures its core instructional programs and materials are aligned to Florida's Standards through the use of the Curriculum Guides provided by the district, as well as the Florida Standards Item Specifications. Teachers will participate in Common Planning, Professional Learning Communities, Coaching Cycles and Lesson Studies with the school based coach to ensure understanding of the expectations of the Florida Standards. Instructional materials used for reading and math interventions will be reviewed to determine alignment to the standards, and will also be approved by the district. Instructional Coach will provide teachers with examples of resources and differentiated center activities that are standards based to ensure that all curriculum used is aligned to the Florida Standards.

The school ensures its core instructional programs and arts integration materials are aligned to Florida standards through the use of curriculum guides and arts integration coaching provided by the district, as well as the Florida Standards item specifications. Teachers will participate in Common Planning, Professional Learning Communities, Coaching Cycles, Arts Integration Lesson Studies, and Arts Integration Professional Development with the school based curriculum coaches and arts integration coach to ensure understanding of the expectations of the Florida Standards. Arts integration materials will include, but will not be limited to; rhythm instruments, music recordings, reader's theater scripts, dance materials, and visual art supplies and tools. These arts integration materials will be used for arts integrated reading and math interventions after review by the district and school-based leadership to determine alignment to the standards. Instructional coaches will

provide teachers with examples of curricular resources and differentiated center activities, including arts integration curriculum and centers, that are standards-based to ensure that all curriculum used is aligned to the Florida Standards.

b. Instructional Strategies

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

The school will use data to:

- Provide a clear understanding of the gaps between where the school is and where it wants to be.
- Identify the root causes of instructional gaps, so the school can solve the problem and not just treat the symptom
- Provide information to eliminate practices that need to be proven.
- Show if school goals and objectives are being accomplished
- Promote understanding of the impact of efforts, processes and progress

Student data will be collected and analyzed after each district assessment in order to differentiate student groupings for center rotations, small group teacher led instruction and for differentiated groupings during the extended hour. Students identified as having difficulty attaining the proficient or advanced level on state assessments will be supplemented through additional small group instruction conducted by the reading and math interventionists, as well as the school based instructional coach.

- Schools will use iReady data to measure student learning gains in English Language Arts that are causally linked to implementation of arts integration teaching methods.

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

Strategy: After School Program

Minutes added to school year: 7,200

Team-up is sponsored by the Boys and Girls' Club and students have an instructional hour of enrichment to focus on specific skills and strategies to increase achievement. The computer-based program, Activate, will also be used during Team-Up

Strategy Rationale

Students who are one or more years behind need additional instructional enrichment to promote adequate practice and remediation.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thompson, Lola, thompsonl2@duvalschools.org

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

There will be a pretest at the beginning of the year as a baseline, students will be assessed in December and in April to track their growth.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Hyde Grove Early Learning Center currently has 1 Voluntary Pre-Kindergarten classroom, and 5 Varying Exceptionality Pre-Kindergarten classroom and 5 Head Start classrooms that will transition students to Kindergarten. Students in these programs will continuously observe Kindergarten classes and take an "In-School Field Trip" to be immersed in the Kindergarten setting.

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.

Elementary school educators create early awareness, knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career readiness. Hyde Grove Early Learning Center will also utilize the Science, Technology, Engineering, Art and Mathematics theme to promote the programs offered at the feeder Magnet Middle and High School levels.

School will implement an arts integration teaching method to build 21st century skills. These skills are perceived by colleges, civic and community groups, and business leaders as essential for 21st century success. Art integration infuses the core subjects with communication, collaboration, critical thinking, and creativity. It teaches core subjects through 21st century themes such as; global awareness, financial, economic, business, and economical literacy, civic literacy, health literacy and environmental literacy. Through arts integration, students engage in a creative process which develops cognitive flexibility, tolerance for ambiguity, and gains a perspective that experimentation involves mistakes and modifications. Arts Integration develops initiative and self-direction for the students to solve problems and independently manage their work, as well as, work collaboratively, take on leadership roles and be a responsible group member (Silverstien, n.d.).

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

Arts integration will play an essential role in providing each student with a well-rounded education that will meet the needs of the whole child. Students will be engaged in core curricular subjects with an integration of music, visual arts, drama, dance, and art history. This integration of the arts across the curriculum is also key to ensuring that students are healthy, safe, engaged, supported, and challenged.

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

Teachers receive training on arts integration and resource teachers are provided 2 hour blocks to push into the classrooms to enhance learning through visual and performing arts.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** If we implement targeted, strategic Tier II and Tier III quality classroom instruction and interventions, then student achievement will increase.
- G2.** If we integrate content specific texts thorough the core ELA block, then the student's comprehension of complex texts will increase.
- G3.** If we develop an Arts Integration plan that is embedded into the core curriculum of each classroom, then we will improve the engagement and behavior of the students through a 25 % decrease in behavior incidents; and will improve the culture of the school by involving parents in monthly grade level arts integration showcases.

Strategic Goals Detail

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

G1. If we implement targeted, strategic Tier II and Tier III quality classroom instruction and interventions, then student achievement will increase. 1a

G094446

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	40.0
Math Gains	40.0

Targeted Barriers to Achieving the Goal 3

- Last year, vast majority of teachers were new to Duval County and/or new to teaching and were novice to i-Ready Diagnostic and the use of center rotations with teacher led instruction. A year of professional development provided them with understanding of i-Ready, however, implementation of centers that have student accountability is our need.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources that will be used to tackle these barriers include: ~ Weekly Common Planning focused on Tier II center rotations and teacher led instructional activities ~ Florida Center for Reading Research (FCRR) Activities ~ i-Ready training on the utilization of the program and its resources ~ The sharing and creation of teacher made center activities that are rigorous and specific to the standards ~ Modeling of best practice teaching strategies by effective teachers and staff ~ Coaching cycles of needs-based professional development through grade level and content areas

Plan to Monitor Progress Toward G1. 8

i-Ready Progress Monitoring and evidence of growth based on the teacher made assessments of centers will be reported monthly at Response to Intervention (RtI) meetings.

Person Responsible

Hannah Matthews

Schedule

Monthly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Graphs and reports of student progress will be turned in monthly in the student's RtI folders.

G2. If we integrate content specific texts through the core ELA block, then the student's comprehension of complex texts will increase. 1a

G094447

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	40.0

Targeted Barriers to Achieving the Goal 3

- Teachers not being proficient in integrating close reading into the core curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ~ PD coaching cycles to teach Close Reading practices
- ~ Virtual Common Planning provided through DCPS
- ~ Modeling text selection and best practice teaching strategies through whole class and small group instruction
-

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

G3. If we develop an Arts Integration plan that is embedded into the core curriculum of each classroom, then we will improve the engagement and behavior of the students through a 25 % decrease in behavior incidents; and will improve the culture of the school by involving parents in monthly grade level arts integration showcases. 1a

G094448

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	45.0

Targeted Barriers to Achieving the Goal 3

- Collaboration between resource and core teachers to plan integrated lessons.
- Parent involvement in student academics.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ~ Lyrics2Learn.com ~ Flocabulary ~ District level professional development on creative strategies for planning integrated lessons. ~ A school-based share drive used for collaboration and resources.
- ~ Monthly art showcases to involve parents in arts integration and develop articulation between grade levels. ~ 7 planned family centered events after and before school.

Plan to Monitor Progress Toward G3. 8

Data from informal surveys and feedback from parents will be analyzed.

Person Responsible

Augena Sapp

Schedule

Monthly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Surveys

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we implement targeted, strategic Tier II and Tier III quality classroom instruction and interventions, then student achievement will increase. **1**

G094446

G1.B1 Last year, vast majority of teachers were new to Duval County and/or new to teaching and were novice to i-Ready Diagnostic and the use of center rotations with teacher led instruction. A year of professional development provided them with understanding of i-Ready, however, implementation of centers that have student accountability is our need. **2**

B253679

G1.B1.S1 The entire faculty will go through cycles of common planning that increase the level of rigor in center activities. As a staff, we will progressively build best practices for Tier II instruction to increase student achievement. Cycle 1: Accessing and Analyzing your Data Cycle 2: Grouping students based on diagnostic needs Cycle 3: Effective planning and organization of centers Cycle 4: Monitoring and Assessing Centers Cycle 5: Observation of effective teaching practices **4**

S267938

Strategy Rationale

To ensure that each teacher is knowledgeable and comfortable with the effective implementation of centers and small group instruction.

Action Step 1 5

Common Planning Cycle on Accessing and Analyzing Data

Person Responsible

Augena Sapp

Schedule

On 5/30/2018

Evidence of Completion

At the end of our session, teachers will create a target goal for reading and math based on their findings.

Action Step 2 5

Common Planning Cycle on Grouping Students appropriately

Person Responsible

Augena Sapp

Schedule

On 5/30/2018

Evidence of Completion

Teachers will turn in their next steps for instruction with student groupings.

Action Step 3 5

Common Planning Cycle on Planning and Organizing Centers

Person Responsible

Augena Sapp

Schedule

On 5/30/2018

Evidence of Completion

Lesson Plans will be turned in that appropriately display all proper elements and evidence of differentiation

Action Step 4 5

Common Planning on Monitoring and Assessment of Centers

Person Responsible

Hannah Matthews

Schedule

On 5/30/2018

Evidence of Completion

Teachers will create assessments and tools for monitoring student success.

Action Step 5 5

Novice teachers will be trained on i-Ready

Person Responsible

Augena Sapp

Schedule

On 5/30/2018

Evidence of Completion

Survey

Action Step 6 5

Person Responsible

Schedule

Evidence of Completion

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

Admin will be present at each session to provide expectations and resources and will observe implementation in classrooms with immediate feedback to teachers for celebrations and next steps.

Person Responsible

Augena Sapp

Schedule

Weekly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Feedback forms and CAST evaluations.

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

Frequent progress monitoring of i-Ready

Person Responsible

Hannah Matthews

Schedule

Biweekly, from 9/4/2017 to 5/30/2018

Evidence of Completion

School-wide data wall (Math & Reading), Data chat forms, and trackers that chart student growth over time.

G2. If we integrate content specific texts thorough the core ELA block, then the student's comprehension of complex texts will increase. 1

G094447

G2.B1 Teachers not being proficient in integrating close reading into the core curriculum. 2

B253681

G2.B1.S1 Through school-based PD & coaching cycles teachers will learn to appropriately select text for close reading and practice teaching strategies that support best practice in whole class and small group instructional settings. 4

S267939

Strategy Rationale

As teachers become more fluent in implementing best practice strategies, we will see an increase in student achievement.

Action Step 1 5

PD coaching cycles on Close Reading practices

Person Responsible

Augena Sapp

Schedule

Monthly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Observations and specific feedback for teachers implementing new strategies

Action Step 2 5

Virtual Common Planning Videos

Person Responsible

Augena Sapp

Schedule

Monthly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Grade level plans based on district rubrics of required elements

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

Training and Implementation of best practice strategies in Close Reading

Person Responsible

Augena Sapp

Schedule

Biweekly, from 9/4/2017 to 5/30/2018

Evidence of Completion

~ Grade-level feedback from teachers based on content training ~ Implementation of best practice strategies with immediate feedback given at the walk-through and evaluation levels

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

Person Responsible

Schedule

Evidence of Completion

G3. If we develop an Arts Integration plan that is embedded into the core curriculum of each classroom, then we will improve the engagement and behavior of the students through a 25 % decrease in behavior incidents; and will improve the culture of the school by involving parents in monthly grade level arts integration showcases. 1

G094448

G3.B1 Collaboration between resource and core teachers to plan integrated lessons. 2

B253682

G3.B1.S1 We will utilize technology and classroom resources such as Lyrics2Learn and Flocabulary to improve integration of Arts into core classes. 4

S267940

Strategy Rationale

By utilizing available technology, we will increase student engagement and reach multiple modalities for learning.

Action Step 1 5

Each classroom will utilize a media cart for the implementation of various media resources into the Arts Integration program.

Person Responsible

Augena Sapp

Schedule

Weekly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Each teacher should provide evidence of at least one insert of Arts Integration with technology use in their lesson plan

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

Classroom walk-through and viewing of lesson plans with feedback to monitor implementation.

Person Responsible

Augena Sapp

Schedule

Weekly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Feedback forms and documented lesson plans.

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

2 informal surveys will take place to collect data on the effectiveness of the Arts Integration. The survey will be provided to teachers, students, and parents.

Person Responsible

Augena Sapp

Schedule

On 4/30/2018

Evidence of Completion

The collection of surveys, invitations to programs, sign-in sheets, feedback forms, and the documented showcases that the students participate in throughout the year.

G3.B1.S2 We will utilize a school-based share drive to optimize collaboration and available resources

4

S267941

Strategy Rationale

By fostering school-wide collaboration, we will create an environment that encourages teamwork and reflective teaching

Action Step 1 5

Develop and use a school-wide share drive to increase collaboration

Person Responsible

Hannah Matthews

Schedule

Daily, from 9/4/2017 to 5/30/2018

Evidence of Completion

Teachers will be able to upload resources, input data and share instructional strategies

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

Teachers will use collected resources to collaborate with school-based personnel and enhance student learning.

Person Responsible

Augena Sapp

Schedule

On 5/30/2018

Evidence of Completion

Teachers will download and upload resources during common planning

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

Grade level teams will use the school-wide share drive to increase effectiveness of planning

Person Responsible

Hannah Matthews

Schedule

Daily, from 9/4/2017 to 5/30/2018

Evidence of Completion

Classroom teachers will develop and implement quality instruction based on district and school-wide resources.

G3.B1.S3 District level professional development on creative strategies for planning integrated lessons.

4

S267942

Strategy Rationale

District-wide training works to ensure a common message and vocabulary for every teacher.

Action Step 1 5

Participate in Virtual Common Planning and Virtual Early Release Sessions based on need

Person Responsible

Augena Sapp

Schedule

On 5/30/2018

Evidence of Completion

Specialist feedback when conducting walkthroughs.

G3.B2 Parent involvement in student academics. 2

B253683

G3.B2.S1 Hyde Grove will have a monthly showcase involving arts integration. In addition, we have planned many family centered events to give parents resources to help their students with academic growth. 4

S267943

Strategy Rationale

By involving parents, we will foster more of a connection between school and families.

Action Step 1 5

Monthly arts integration based showcase

Person Responsible

Augena Sapp

Schedule

Monthly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Grade levels will present monthly showcases based on their arts integration project

Action Step 2 5

Events planned for parents to obtain resources and be involved in students' academic growth.

Person Responsible

Augena Sapp

Schedule

Every 6 Weeks, from 9/4/2017 to 5/30/2018

Evidence of Completion

Hyde Grove will publicize each event through flyers, the school marquee and FOCUS parent portal. In addition, sign in sheets for persons involved will be obtained after each event.

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

Monitor parent involvement of planned events.

Person Responsible

Janelle Rodriguez

Schedule

Quarterly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Sign in sheets will be collected from each event.

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

Showcases will be created and displayed each month.

Person Responsible

Augena Sapp

Schedule

Monthly, from 9/4/2017 to 5/30/2018

Evidence of Completion

Team leaders will ensure classroom teachers plan and display work every month.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.MA1 M380787	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A6 A356554	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1 M380785	[no content entered]		No Start Date		No End Date one-time
G3.B1.S1.MA1 M380788	2 informal surveys will take place to collect data on the effectiveness of the Arts Integration....	Sapp, Augena	9/4/2017	The collection of surveys, invitations to programs, sign-in sheets, feedback forms, and the documented showcases that the students participate in throughout the year.	4/30/2018 one-time
G1.MA1 M380784	i-Ready Progress Monitoring and evidence of growth based on the teacher made assessments of centers...	Matthews, Hannah	9/4/2017	Graphs and reports of student progress will be turned in monthly in the student's RtI folders.	5/30/2018 monthly
G3.MA1 M380794	Data from informal surveys and feedback from parents will be analyzed.	Sapp, Augena	9/4/2017	Surveys	5/30/2018 monthly
G1.B1.S1.MA1 M380782	Frequent progress monitoring of i-Ready	Matthews, Hannah	9/4/2017	School-wide data wall (Math & Reading), Data chat forms, and trackers that chart student growth over time.	5/30/2018 biweekly
G1.B1.S1.MA1 M380783	Admin will be present at each session to provide expectations and resources and will observe...	Sapp, Augena	9/4/2017	Feedback forms and CAST evaluations.	5/30/2018 weekly
G1.B1.S1.A1 A356549	Common Planning Cycle on Accessing and Analyzing Data	Sapp, Augena	9/4/2017	At the end of our session, teachers will create a target goal for reading and math based on their findings.	5/30/2018 one-time
G1.B1.S1.A2 A356550	Common Planning Cycle on Grouping Students appropriately	Sapp, Augena	9/4/2017	Teachers will turn in their next steps for instruction with student groupings.	5/30/2018 one-time
G1.B1.S1.A3 A356551	Common Planning Cycle on Planning and Organizing Centers	Sapp, Augena	9/4/2017	Lesson Plans will be turned in that appropriately display all proper elements and evidence of differentiation	5/30/2018 one-time
G1.B1.S1.A4 A356552	Common Planning on Monitoring and Assessment of Centers	Matthews, Hannah	9/4/2017	Teachers will create assessments and tools for monitoring student success.	5/30/2018 one-time
G1.B1.S1.A5 A356553	Novice teachers will be trained on i-Ready	Sapp, Augena	9/4/2017	Survey	5/30/2018 one-time
G2.B1.S1.MA1 M380786	Training and Implementation of best practice strategies in Close Reading	Sapp, Augena	9/4/2017	~ Grade-level feedback from teachers based on content training ~ Implementation of best practice strategies with immediate feedback given at the walk-through and evaluation levels	5/30/2018 biweekly
G2.B1.S1.A1 A356555	PD coaching cycles on Close Reading practices	Sapp, Augena	9/4/2017	Observations and specific feedback for teachers implementing new strategies	5/30/2018 monthly
G2.B1.S1.A2 A356556	Virtual Common Planning Videos	Sapp, Augena	9/4/2017	Grade level plans based on district rubrics of required elements	5/30/2018 monthly
G3.B1.S1.MA1 M380789	Classroom walk-through and viewing of lesson plans with feedback to monitor implementation.	Sapp, Augena	9/4/2017	Feedback forms and documented lesson plans.	5/30/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1 A356557	Each classroom will utilize a media cart for the implementation of various media resources into the...	Sapp, Augena	9/4/2017	Each teacher should provide evidence of at least one insert of Arts Integration with technology use in their lesson plan	5/30/2018 weekly
G3.B2.S1.MA1 M380792	Showcases will be created and displayed each month.	Sapp, Augena	9/4/2017	Team leaders will ensure classroom teachers plan and display work every month.	5/30/2018 monthly
G3.B2.S1.MA1 M380793	Monitor parent involvement of planned events.	Rodriguez, Janelle	9/4/2017	Sign in sheets will be collected from each event.	5/30/2018 quarterly
G3.B2.S1.A1 A356560	Monthly arts integration based showcase	Sapp, Augena	9/4/2017	Grade levels will present monthly showcases based on their arts integration project	5/30/2018 monthly
G3.B2.S1.A2 A356561	Events planned for parents to obtain resources and be involved in students' academic growth.	Sapp, Augena	9/4/2017	Hyde Grove will publicize each event through flyers, the school marquee and FOCUS parent portal. In addition, sign in sheets for persons involved will be obtained after each event.	5/30/2018 every-6-weeks
G3.B1.S2.MA1 M380790	Grade level teams will use the school-wide share drive to increase effectiveness of planning	Matthews, Hannah	9/4/2017	Classroom teachers will develop and implement quality instruction based on district and school-wide resources.	5/30/2018 daily
G3.B1.S2.MA1 M380791	Teachers will use collected resources to collaborate with school-based personnel and enhance...	Sapp, Augena	9/4/2017	Teachers will download and upload resources during common planning	5/30/2018 one-time
G3.B1.S2.A1 A356558	Develop and use a school-wide share drive to increase collaboration	Matthews, Hannah	9/4/2017	Teachers will be able to upload resources, input data and share instructional strategies	5/30/2018 daily
G3.B1.S3.A1 A356559	Participate in Virtual Common Planning and Virtual Early Release Sessions based on need	Sapp, Augena	9/4/2017	Specialist feedback when conducting walkthroughs.	5/30/2018 one-time

V. Professional Development Opportunities

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

G1. If we implement targeted, strategic Tier II and Tier III quality classroom instruction and interventions, then student achievement will increase.

G1.B1 Last year, vast majority of teachers were new to Duval County and/or new to teaching and were novice to i-Ready Diagnostic and the use of center rotations with teacher led instruction. A year of professional development provided them with understanding of i-Ready, however, implementation of centers that have student accountability is our need.

G1.B1.S1 The entire faculty will go through cycles of common planning that increase the level of rigor in center activities. As a staff, we will progressively build best practices for Tier II instruction to increase student achievement. Cycle 1: Accessing and Analyzing your Data Cycle 2: Grouping students based on diagnostic needs Cycle 3: Effective planning and organization of centers Cycle 4: Monitoring and Assessing Centers Cycle 5: Observation of effective teaching practices

PD Opportunity 1

Common Planning Cycle on Accessing and Analyzing Data

Facilitator

AuGena Sapp, Hannah Matthews, Tammie Clawson

Participants

All teachers

Schedule

On 5/30/2018

PD Opportunity 2

Common Planning Cycle on Grouping Students appropriately

Facilitator

AuGena Sapp, Hannah Matthews, and Tammie Clawson

Participants

All teachers

Schedule

On 5/30/2018

PD Opportunity 3

Common Planning Cycle on Planning and Organizing Centers

Facilitator

AuGena Sapp, Hannah Matthews, and Tammie Clawson

Participants

All teachers

Schedule

On 5/30/2018

PD Opportunity 4

Common Planning on Monitoring and Assessment of Centers

Facilitator

Hannah Matthews and Tammie Clawson

Participants

All teachers

Schedule

On 5/30/2018

PD Opportunity 5

Novice teachers will be trained on i-Ready

Facilitator

Allison Lee, i-Ready Trainer

Participants

Novice teachers

Schedule

On 5/30/2018

G2. If we integrate content specific texts thorough the core ELA block, then the student's comprehension of complex texts will increase.

G2.B1 Teachers not being proficient in integrating close reading into the core curriculum.

G2.B1.S1 Through school-based PD & coaching cycles teachers will learn to appropriately select text for close reading and practice teaching strategies that support best practice in whole class and small group instructional settings.

PD Opportunity 1

PD coaching cycles on Close Reading practices

Facilitator

Hannah Matthews, Augena Sapp

Participants

All teachers

Schedule

Monthly, from 9/4/2017 to 5/30/2018

PD Opportunity 2

Virtual Common Planning Videos

Facilitator

Augena Sapp, Hannah Matthews, Tammie Clawson

Participants

All teachers

Schedule

Monthly, from 9/4/2017 to 5/30/2018

G3. If we develop an Arts Integration plan that is embedded into the core curriculum of each classroom, then we will improve the engagement and behavior of the students through a 25 % decrease in behavior incidents; and will improve the culture of the school by involving parents in monthly grade level arts integration showcases.

G3.B1 Collaboration between resource and core teachers to plan integrated lessons.

G3.B1.S1 We will utilize technology and classroom resources such as Lyrics2Learn and Flocabulary to improve integration of Arts into core classes.

PD Opportunity 1

Each classroom will utilize a media cart for the implementation of various media resources into the Arts Integration program.

Facilitator

Natalie Hyder/Hannah Hodge/Tamme Clawson/AuGena Sapp

Participants

All teachers

Schedule

Weekly, from 9/4/2017 to 5/30/2018

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	Common Planning Cycle on Accessing and Analyzing Data	\$0.00
2	G1.B1.S1.A2	Common Planning Cycle on Grouping Students appropriately	\$0.00
3	G1.B1.S1.A3	Common Planning Cycle on Planning and Organizing Centers	\$0.00
4	G1.B1.S1.A4	Common Planning on Monitoring and Assessment of Centers	\$0.00
5	G1.B1.S1.A5	Novice teachers will be trained on i-Ready	\$0.00
6	G1.B1.S1.A6		\$0.00
7	G2.B1.S1.A1	PD coaching cycles on Close Reading practices	\$0.00
8	G2.B1.S1.A2	Virtual Common Planning Videos	\$0.00
9	G3.B1.S1.A1	Each classroom will utilize a media cart for the implementation of various media resources into the Arts Integration program.	\$0.00
10	G3.B1.S2.A1	Develop and use a school-wide share drive to increase collaboration	\$0.00
11	G3.B1.S3.A1	Participate in Virtual Common Planning and Virtual Early Release Sessions based on need	\$0.00
12	G3.B2.S1.A1	Monthly arts integration based showcase	\$0.00
13	G3.B2.S1.A2	Events planned for parents to obtain resources and be involved in students' academic growth.	\$0.00
Total:			\$0.00