2013-2014 SCHOOL IMPROVEMENT PLAN

Hogan Spring Glen Elementary School

6736 BEACH BLVD
Jacksonville, FL 32216
904-720-1640
http://www.duvalschools.org/hsg

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	60%

Alternative/ESE Center	Charter School	Minority Rate
No	No	61%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	C	C	B

SIP Authority and Template

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.

Table of Contents

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 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

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

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

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

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
Focus Year 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School
Hogan Spring Glen Elementary School

Principal
Barbara Sistrunk

School Advisory Council chair
Cory Dawson

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

Name	Title
Andrea Schletter	Assistant Principal
Beverly Jackson	Reading Coach
Deborah Treglio	Guidance 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

Barbara Sistrunk Principal
Arlene Blevens Teacher
Candy Jones Parent
Olivia Boyd Parent
Barbara Crosby Community/Business
Corey Dawson Community/Business

Involvement of the SAC in the development of the SIP

SAC members will meet to further discuss the goals of the proposed School Improvement Plan. SAC will collaborate with Hogan to accomplish goals. Monthly SAC meetings will be scheduled.

Activities of the SAC for the upcoming school year

Monthly SAC meetings.

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

Before and after school tutoring

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
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Barbara Sistrunk		
Principal	Years as Administrator: 6	Years at Current School: 3

Credentials	BS Business Education; Masters Integrated Technology in Education; Masters in Educational Leadership Certifications: Educational Leadership K-12 Business Education 6-12
Performance Record	Principal of Hogan-Spring Glen Elementary in 2012-2013: Reading mastery: 38%, Math mastery 55%, Science mastery 55% Learning Gains: Reading 53%, Math 75% Lowest 25%: Reading 58%, Math 77% AYP Not Met. Grade C. Principal of Hogan-Spring Glen Elementary in 2011-2012: Reading mastery: 45%, Math mastery 44%, Science mastery 51% Learning Gains: Reading 64%, Math 52% Lowest 25%: Reading 60%, Math 40% AYP Not Met. Grade C. Assistant Principal of Oceanway Elementary in 2010-2011: Reading mastery: 67%, Math mastery 66%, Science mastery 38% Learning Gains: Reading 57%, Math 50% Lowest 25%: Reading 58%, Math 63% AYP Not Met. Grade C. Assistant Principal of Greenland Pines Elementary in 2009-2010: Reading mastery: 89%, Math mastery 92%, Science mastery 66% Learning Gains: Reading 63%, Math 71% Lowest 25%: Reading 54%, Math 83% AYP Not Met. Grade A. Assistant Principal of Greenland Pines Elementary in 2008-2009: Reading mastery: 92%, Math mastery 91%, Science mastery 76% Learning Gains: Reading 75%, Math 77% Lowest 25%: Reading 67%, Math 75% AYP Met. Grade A. Assistant Principal of Greenland Pines Elementary in 2007-2008: Reading mastery: 92%, Math mastery 89%, Science mastery 79% Learning Gains: Reading 77%, Math 73% Lowest 25%: Reading 74%, Math 79% AYP Met. Grade A.

Andrea Schletter		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Degrees: BS Psychology; Masters in Special Education Certifications: Educational Leadership K-12 Exceptional Student Education K-12 Elementary Education K-6 English for Speakers of Other Languages (ESOL) K-12
Performance Record	STAR Teacher at R. L. Brown Elementary in 2012-2013: School scores: Reading mastery: 26%, Math mastery 29%, Science mastery 31%; Learning Gains: Reading 42%, Math 34% Lowest 25%: Reading 45%, Math 34% AYP Not Met. Grade F.

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Beverly Jackson		
Full-time / School-based	Years as Coach: 11	Years at Current School: 1

Areas	Reading/Literacy
Credentials	BA Elementary Education K-5 ESOL Endorsement Early Childhood 0-K
Performance Record	District Wide Performance Reading proficiency: 54% Writing proficiency: 59% Reading points for gains: 64 Reading gains for bottom quartile: 63

Classroom Teachers

# of classroom teachers

27

 # receiving effective rating or higher

27, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
27, 100%

 # ESOL endorsed
6, 22%

 # reading endorsed
0, 0%

 # with advanced degrees
6, 22%

 # National Board Certified
1, 4%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
4, 15%

 # with 6-14 years of experience
10, 37%

 # with 15 or more years of experience
13, 48%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 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

Weekly professional development with school-based coach; Beverly Jackson, Reading Coach.
Weekly Leadership meetings to analyze school data and plan activities to improve academics; Principal, Assistant Principal, Guidance Counselor, Reading Coach.
Monthly data discussions to analyze student data and plan to implement best practice; Principal, Assistant Principal, Coach, Teachers.

Local Colleges and Universities Intern Program; Professional Development Facilitator and University Coordinator.

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

Mentor Mentee
Meadows Bopst since she is new to our school.
Pavel Phillippi since she is new to Kindergarten.
Durden Zeigler since this is her first year in 2nd grade.
Durden Allen because this is her first year out of ESE and in her own classroom
Mayes Landtroop since she is new to our school.
Jackson Perkins since she is new to our school.
Sistrunk Schletter since she is new to administration.
Activities include class observations and modeling lessons. Regular meetings.

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 school-based Collaborative Problem Solving Team (CPST) will meet regularly to review universal screening data, diagnostic data and progress monitoring data. The school-based Collaborative Problem Solving Team (CPST) assists with the development of a plan by providing input from their areas of expertise that will assist the school in meeting the needs of our students who are struggling. In addition, CPST will discuss school-wide data and the instructional implications. These discussions will initiate grade level initiatives to address common deficiencies.
As the team meets, team members will use their expertise to create plans implementing Tier 2 and/or Tier 3 interventions. Members of the team will meet with every teacher to discuss student progress and the monitoring of interventions. During the initial meeting the teacher must submit the RtI initial worksheets and a completed pre-observation. Each meeting thereafter, each teacher must bring the most current weekly progress charts and graphs for Tier 2 and Tier 3 (if applicable), performance data (e.g. Inform, DAT, and i-ready...), and communication logs.
Based on data driven instruction, the team will determine whether effective Tier 1- Core instruction is in place. Then, the team will identify students who are not meeting identified academic targets. At that time, the four step Problem Solving Model including Problem Identification, Problem Analysis, Intervention Design and Implementation, and Evaluation will be used to achieve the best outcomes for targeted students.

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

Barbara Sistrunk, Principal, Provides a common vision for the use of data-based decision-making. Oversees the school-based team in implementing assessment. Ensures the implementation of intervention support and documentation requirements. Provides adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Deeanna Durden, RtI Facilitator, Participates with building the 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.

Kathleen Zeigler, Primary General Education Teacher, Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II and/or Tier III interventions, integrates Tier I materials/instruction with Tier II/III activities.

Deborah Tregilo, Guidance 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 successes, provides consultation services to general and special education teachers, parents, and administrators, provides group and individual student interventions, and conducts direct observations of student behavior.

Alex Griffin, Exceptional Student Education Teacher (ESE), Participates in student data collection, integrates core instructional activities/materials into Tier III instruction, and collaborates with general education teachers through such activities as co-teaching.

Carolyn Perkins, GRASP Teacher, Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II and/or Tier III interventions, integrates Tier I materials/instruction with Tier II/III activities.

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

The school-based MTSS Leadership team meets regularly to review universal screening data, diagnostic data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining the effective Tier I- Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS Leadership Team. The four step Problem Solving Model including Problem Identification, Problem Analysis, Intervention Design and Implementation, and Evaluation will be used to achieve the best outcomes for targeted.

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

Pearson/Limelight Progress Monitoring Network
Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Curriculum Guide Assessments (CGA)
Duval County Writing Prompts
Duval County Formatives/Summatives
IOWA
IReady
Houghton Mifflin Reading Assessments
Diagnostic Assessment of Reading (DAR)
Comprehensive English Language Learning Assessment (CELLA)

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

Monthly scheduled meeting dates to ensure interventions/strategies are implemented as well as provide feedback to teachers to ensure student growth.

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: 9,900

Art and Music clubs are currently being offered after school.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Art and Music Curriculum Guide Assessment tests are given to determine the effectiveness of the programs.

Who is responsible for monitoring implementation of this strategy?

Art teacher, Music teacher, Principal, and Assistant Principal.

Strategy: Weekend Program

Minutes added to school year: 2,400

Saturday school will be offered to 3rd through 5th grade students

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Curriculum Guide assessments, weekly benchmark tests, FCAT

Who is responsible for monitoring implementation of this strategy?

Teachers, Principal, Assistant Principal

Strategy: Before or After School Program

Minutes added to school year: 2,400

Professional development for teachers

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Curriculum Guide Assessments, FCAT, weekly benchmark tests

Who is responsible for monitoring implementation of this strategy?

Teachers, Principal, Assistant Principal, reading coach

Literacy Leadership Team (LLT)

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

Name	Title
Barbara Sistrunk	Principal
Beverly Jackson	Reading Coach
Deanna Durden	Writing Lead
Alonda Billings	General Education Teacher
Sharon Meadows	General Education Teacher
Katherine Zeigler	General Education Teacher
Alex Griffin	Exceptional Student Education Teacher

How the school-based LLT functions

The Reading and Writing teams are represented by various grade levels. The Writing committee meets and chooses a Book of the Month and will monitor results of the Writing Prompts for third through fifth grade. We will celebrate student authors with audiences monthly. Then there is a school wide response to Literature with the Book of the Month. The Reading committee functions are to support the implementation of the Curriculum Guides and the beginning of the Common Core Standards implementation.

Major initiatives of the LLT

For Writing, the committee will maintain a bulletin board that will display the students writing samples of Response to Literature K-5. In Reading Literacy, teachers will have the opportunity to participate in a Professional Learning Community for developing comprehension strategies and school-wide participation in the Drop Everything and Read.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Administrators and coaches analyze data and existing teaching practice aligned with common core state standards. Based on implications from student data and teacher practice, professional development is provide to enhance or improve reading instruction.

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

Understanding and following classroom rules, rituals and routines
Hands on activities and a multi-sensory approach to help children learn.
Letter recognition and sounds
Identifying their names and being able to write them
Beginning Math concepts
Solving problems with words and interacting appropriately with peers and teachers
Using essential questions and higher level prompts to develop higher level thinking skills
Developing an understanding of print and book knowledge and ways to respond to literature
Following directions and promoting smooth transitions between activities
Writing every day
Gradual release model: I do, we do, you do…
Developing independence in the classroom and learning the proper use of materials
Completing science discovery activities to further their knowledge
Introducing the world and people around them through social studies

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	61%	38%	No	65%
American Indian				
Asian				
Black/African American	56%	34%	No	60%
Hispanic	48%	55%	Yes	54%
White	69%	47%	No	72%
English language learners				
Students with disabilities	58%	6%	No	62%
Economically disadvantaged	57%	30%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	38%	43%
Students scoring at or above Achievement Level 4	28	17%	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	78	53%	58%
Students in lowest 25% making learning gains (FCAT 2.0)	24	58%	63%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	11	39%	44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		23%

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	20	47%	54%
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	62%	55%	No	66%
American Indian				
Asian				
Black/African American	55%	31%	No	60%
Hispanic	58%	60%	Yes	63%
White	70%	66%	No	73%
English language learners				
Students with disabilities	63%	48%	No	67%
Economically disadvantaged	59%	50%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	55%	60%
Students scoring at or above Achievement Level 4	32	19%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	124	75%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	34	77%	82%

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	31	55%	60%
Students scoring at or above Achievement Level 4	18	32%	37%

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	17	19%	14%
Students retained, pursuant to s. 1008.25, F.S.	24	14%	9%
Students who are not proficient in reading by third grade	14	8%	3%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	19	17%	12%

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

We would like to increase our parent involvement by having Annual Parent Meetings, Flexible Parent Meetings, regularly communicating, provide accessibility, providing a parent-school compact, and conduct a Parent Literacy Night while building capacity and training our staff.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase volunteering by 5%	72	22%	27%
Increase male involvement by 5%	14	19%	24%

Goals Summary

G1. 54% of all Fourth Grade students will achieve a level 3.5 or higher on the 2014 FCAT Writes.

G2. To increase parental involvement by volunteering from 22% (72 volunteers) to 27% (103 volunteers).

G3. Decrease of discipline referrals by 20% in the cafeteria.

G4. 60% (26) 5th grade students will score at or above a level 3 in science on the 2014 FCAT.

G5. Hogan Spring Glen Elementary will decrease the number of students absences 5+ days to 21% (80).

G6. 55% of Hogan-Spring Glen Elementary 3rd, 4th, 5th graders will score at or above a level 3 on the 2014 FCAT

G7. 40% (10) of students will score 4 or 5 on the 2013 science FCAT

G8. 60% (36) of students will score a level 3 or higher on the 2014 Math FCAT 2.0.

G9. 60% (24) of students will score in the proficient range for their grade level on the 2014 Cella administration.

Goals Detail

G1. 54% of all Fourth Grade students will achieve a level 3.5 or higher on the 2014 FCAT Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

- district writing prompt, reading coach, vertical team planning, common planning, Melissa Forney workshop materials

Targeted Barriers to Achieving the Goal

- Lack of instructional strategies that will increase organization and structure in the writing process, that will increase conventions in writing, and the students background knowledge and per-requisite skills.

Plan to Monitor Progress Toward the Goal

Students will write using a prompt supplied by the district in order to monitor their progress.

Person or Persons Responsible
classroom teachers, reading coach, assistant principal, principal

Target Dates or Schedule:
quarterly

Evidence of Completion:
district writing prompts

G2. To increase parental involvement by volunteering from 22% (72 volunteers) to 27% (103 volunteers).

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- communication tools such as email, Connect Duval, marquee, student planners, etc.

Targeted Barriers to Achieving the Goal
- Lack of parent teacher communication.
- Poor attendance.

Plan to Monitor Progress Toward the Goal

Monitor progress towards meeting goal

Person or Persons Responsible
principal

Target Dates or Schedule:
quarterly

Evidence of Completion:
number of participants attending school activities

G3. Decrease of discipline referrals by 20% in the cafeteria.

Targets Supported
- EWS - Elementary School

Resources Available to Support the Goal
- Positive behavioral system and reward tokens

Targeted Barriers to Achieving the Goal
- budget

Plan to Monitor Progress Toward the Goal

compare numbers of referrals from last year to this year within the same time frame.

Person or Persons Responsible
CRT Operator

Target Dates or Schedule:
quarterly

Evidence of Completion:
less referrals from this school year as opposed to last school year

G4. 60% (26) 5th grade students will score at or above a level 3 in science on the 2014 FCAT.

Targets Supported
• Science - Elementary School

Resources Available to Support the Goal
• District Science Coach, science materials, P-SELL personnel

Targeted Barriers to Achieving the Goal
• Second year implementation of P-SELL (fifth grade only) and second year implementation of Interactive Science.

Plan to Monitor Progress Toward the Goal

analyze data, analyze student interactive journals

Person or Persons Responsible
science lead, science teachers, administration

Target Dates or Schedule:
quarterly

Evidence of Completion:
students making significant progress towards meeting the goal

G5. Hogan Spring Glen Elementary will decrease the number of students absences 5+ days to 21% (80).

Targets Supported
- EWS - Elementary School

Resources Available to Support the Goal
- Attendance Services Department - is to improve attendance and promote academic achievement to assist all students. Attendance Services are provided by attendance social workers, as well as truant officers. They provide intervention, counseling, referrals to appropriate community resources, and, if appropriate, referrals to the Youth Crisis Center and the State Attorney's Office for students with attendance or habitual truancy problems.
- Truancy Hotline Connect Duval

Targeted Barriers to Achieving the Goal
- Parental Support
- Language Barrier
- Lack of Notification

Plan to Monitor Progress Toward the Goal

monitor the number of absences each student has

Person or Persons Responsible
teachers, CRT, guidance counselor

Target Dates or Schedule:
quarterly

Evidence of Completion:
student absences have gone down from last year

G6. 55% of Hogan-Spring Glen Elementary 3rd, 4th, 5th graders will score at or above a level 3 on the 2014 FCAT

Targets Supported

Resources Available to Support the Goal
- GRASP program, Americorp, reading coach

Targeted Barriers to Achieving the Goal
- Academic achievement barriers include: teachers lack of understanding of CCSS instructional strategies that will increase students reading ability in the following areas: -Decoding -Comprehension -Fluency -Stamina
- Additional barriers include: time constraints to fully implement the required curriculum.

Plan to Monitor Progress Toward the Goal

Data Chats

Person or Persons Responsible
classroom teacher, instructional coach, principal

Target Dates or Schedule:
Each nine weeks

Evidence of Completion:
Data notebooks and collaborative conversations

G7. 40% (10) of students will score 4 or 5 on the 2013 science FCAT

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- FCAT 2.0 Items Specs, District Science Coach

Targeted Barriers to Achieving the Goal
- Difficulty processing higher order multi-step questions involving science concepts.

Plan to Monitor Progress Toward the Goal

monitor for progress to meet the goal

Person or Persons Responsible
district, principal assistant principal, district math coach

Target Dates or Schedule:
quarterly

Evidence of Completion:
CGA data, classroom generated data, quarterly grades

G8. 60% (36) of students will score a level 3 or higher on the 2014 Math FCAT 2.0.

Targets Supported

Resources Available to Support the Goal
- Students will receive data driven instruction using the gradual release model. Teachers will use data from CGA's, Iowa, and I-Ready assessments to pinpoint where each student is. Math Investigations and enVisions are the two district appointed resources that will be used. Success Maker as well as I-Ready will be used for remediation as well as tutoring.

Targeted Barriers to Achieving the Goal
- Academic - Students lack prior knowledge of basic mathematical concepts. Students are also very unfamiliar with math vocabulary.

Plan to Monitor Progress Toward the Goal

Progress in meeting the goal

Person or Persons Responsible
Classroom teachers, Principal and AP.

Target Dates or Schedule:
Teachers/Principals/AP meet periodically to access and discuss student data and student progress.

Evidence of Completion:
Grade level/Principal/AP meetings to review current data, grade level math chats, conferencing with students to set goals and evaluate whether goals are being met.

G9. 60% (24) of students will score in the proficient range for their grade level on the 2014 Cella administration.

Targets Supported

Resources Available to Support the Goal
- Multicultural/ESOL materials provided through the district trainings. Support from district level ESOL specialist if needed.

Targeted Barriers to Achieving the Goal
- Teacher lack of understanding of student language.

Plan to Monitor Progress Toward the Goal

CELLA 2014 administration, reading logs, benchmark assessments, PMAs

Person or Persons Responsible
Classroom teachers, school counselor

Target Dates or Schedule:
Benchmarks quarterly, teacher assessments weekly, PMA's first quarter, CELLA June 2014

Evidence of Completion:
Scores on Benchmarks, CELLA, teacher assessments, PMA.

Action Plan for Improvement

Problem Solving Key

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

G1. 54% of all Fourth Grade students will achieve a level 3.5 or higher on the 2014 FCAT Writes.

G1.B1 Lack of instructional strategies that will increase organization and structure in the writing process, that will increase conventions in writing, and the students background knowledge and per-requisite skills.

G1.B1.S1 Implement 1. Turn and talk 2. Graphic Organizers 3. Planning Sheets 4. Modeling 5. Step Up to Writing Daily Writing following district curriculum guide, anchor/exemplar class scoring and editing, all students participate in writing daily across all subject areas, use FCAT Writing rubric.

Action Step 1

Monitor writing notebooks of students, district writing prompt scores, conduct writing conferences with students and parents, students complete a writing portfolio.

Person or Persons Responsible

classroom teachers, reading coach

Target Dates or Schedule

weekly for in-class writing pieces, quarterly for district writing prompts, early release meeting for professional development.

Evidence of Completion

FCAT Writes scores will increase to 54% of the students scoring 3.5 or higher, student writing products (notebook/portfolio), district writing prompt scores.

Facilitator:

Literacy Team and Reading Coach

Participants:

All K-2 Teachers and Literacy teachers 3-5

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

Monitor fidelity of implementation

Person or Persons Responsible

assistant principal and principal

Target Dates or Schedule

quarterly

Evidence of Completion

monitoring district writing scores, observations and lesson plan checks, check writing portfolios, CGA scores

Plan to Monitor Effectiveness of G1.B1.S1

Monitor for effectiveness

Person or Persons Responsible

classroom teachers, reading coach, assistant principal, principal

Target Dates or Schedule

when district scores come out (CGA, district writing prompts, etc.), weekly for classroom writing, yearly with FCAT Writes

Evidence of Completion

analyzing data

G2. To increase parental involvement by volunteering from 22% (72 volunteers) to 27% (103 volunteers).

G2.B1 Lack of parent teacher communication.

G2.B1.S1 Improve communications by using Connect Duval, newsletters, Website, Marquee, Student Planners, Family Nights, Parent Conferences.

Action Step 1

Provide more opportunities for parents to come into the school and become involved in their child's education.

Person or Persons Responsible

Classroom teachers, assistant principal, principal

Target Dates or Schedule

quarterly

Evidence of Completion

Parent attendance survey sheets, monitor Connect Duval report, parent sign in sheets at school events, parent/teacher conference notes.

Facilitator:

Volunteer Coordinator

Participants:

Pre-K through 5th grade teachers

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

Work in conjunction with the School Advisory Council (SAC) to review, plan, and improve school programs.

Person or Persons Responsible

Principal, assistant principal, SAC team

Target Dates or Schedule

monthly

Evidence of Completion

number of participants at school wide events.

Plan to Monitor Effectiveness of G2.B1.S1

Work in conjunction to review, plan, and improve school programs, including the parental involvement plan.

Person or Persons Responsible

School Advisory Council (SAC), Principal, Assistant Principal, classroom teachers

Target Dates or Schedule

monthly

Evidence of Completion

number of participants in school wide activities

G3. Decrease of discipline referrals by 20% in the cafeteria.

G3.B1 budget

G3.B1.S1 Recruit volunteers, monitor student behavior, and reward good behavior in the cafeteria. Clipboards with current student roll and attendance is to accompany teachers to various areas on campus including resource classes and cafeteria. In the event of a crisis, resource teachers and cafeteria attendances will be aware of student's presence

Action Step 1

Use a positive behavior management plan with fidelity.

Person or Persons Responsible

Adults monitoring the cafeteria- paraprofessionals, school security, volunteers, guidance counselor

Target Dates or Schedule

daily

Evidence of Completion

There will be less referrals and discipline actions taken from cafeteria behavior.

Facilitator:

volunteer coordinator

Participants:

parents, community volunteers

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

Make sure that the positive behavior plan is used with fidelity.

Person or Persons Responsible

assistant principal and principal

Target Dates or Schedule

weekly

Evidence of Completion

Students are behaving in a manner that does not require discipline actions. Less referrals will be written.

Plan to Monitor Effectiveness of G3.B1.S1

monitor positive behavior plan for effectiveness.

Person or Persons Responsible

Adults monitoring the cafeteria- paraprofessionals, school security, volunteers, guidance counselor, and assistant principal and principal

Target Dates or Schedule

monthly

Evidence of Completion

no referrals

G4. 60% (26) 5th grade students will score at or above a level 3 in science on the 2014 FCAT.

G4.B1 Second year implementation of P-SELL (fifth grade only) and second year implementation of Interactive Science.

G4.B1.S1 Ongoing science professional development

Action Step 1

Science Academy professional developments and bring back information to dissiminate the information to the rest of the science teachers.

Person or Persons Responsible

Science Lead, District science coaches

Target Dates or Schedule

monthly

Evidence of Completion

The new strategies that have been shared are taking place within the classrooms.

Facilitator:

District Science coaches, science lead teacher

Participants:

District Science coaches, science lead teacher, science classroom teachers

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

monitor for fidelity

Person or Persons Responsible

assistant principal and principal

Target Dates or Schedule

weekly

Evidence of Completion

check collaboration logs to see what was discussed and then follow up to see if the strategies are being implemented with fidelity

Plan to Monitor Effectiveness of G4.B1.S1

analyze science data to monitor effectiveness

Person or Persons Responsible

assistant principal and principal, science lead, science teachers

Target Dates or Schedule

quarterly

Evidence of Completion

the data shows gains in science

G5. Hogan Spring Glen Elementary will decrease the number of students absences 5+ days to 21% (80).

G5.B1 Parental Support

G5.B1.S1 Trauancy Letters Teacher/Parent Communication

Action Step 1

Truancy Letters and Teacher/Parent Communication

Person or Persons Responsible

Classroom teachers, Data Entry Clerk, Guidance Counselor, Social Worker, and Principal/Assistant Principal.

Target Dates or Schedule

quarterly

Evidence of Completion

On Course attendance data monitored by the teacher. Monthly attendance progress reports sent to parent by AIT.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

track student absences

Person or Persons Responsible

Data Entry Clerk, Guidance Counselor, and Principal/Assistant Principal

Target Dates or Schedule

quarterly

Evidence of Completion

less student absences

Plan to Monitor Effectiveness of G5.B1.S1

track student absences

Person or Persons Responsible

teachers, CRT, administration, guidance counselor

Target Dates or Schedule

quarterly

Evidence of Completion

less student absences

G5.B2 Language Barrier

G5.B2.S1 Provide translators for oral and written communications.

Action Step 1

Language Barrier

Person or Persons Responsible

Classroom Teachers, Data Entry Clerk, Guidance Counselor, Social Worker, and Principal/Asst. Principal.

Target Dates or Schedule

Evidence of Completion

Translator Assignment logs from ESOL office. OnCourse attendance data monitored by the teacher. Monthly attendance sent reports sent to parent by AIT.

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Language Barrier

Person or Persons Responsible

Data Entry Clerk, Guidance Counselor, and Principal/Asst. Principal.

Target Dates or Schedule

Evidence of Completion

Parent Compact Form OnCourse attendance data graphed to show changes in attendance patterns.

Plan to Monitor Effectiveness of G5.B2.S1

Language Barrier

Person or Persons Responsible

Principal / Assistant Principal

Target Dates or Schedule

Evidence of Completion

G5.B3 Lack of Notification

G5.B3.S1 Attendance Report Connect Duval Newsletters Oncourse Parent Portal Student Planners

Action Step 1

Lack or Notification

Person or Persons Responsible

Classroom Teachers, Data Entry Clerk, Guidance Counselor, Social Worker, and Principal/Asst. Principal.

Target Dates or Schedule

Evidence of Completion

OnCourse attendance data monitored by the teacher. Monthly attendance progress reports sent to parent by AIT. Monitor Connect Duval daily report.

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B3.S1

> **Person or Persons Responsible**
>
> **Target Dates or Schedule**
>
> **Evidence of Completion**

G6. 55% of Hogan-Spring Glen Elementary 3rd, 4th, 5th graders will score at or above a level 3 on the 2014 FCAT

> **G6.B1** Academic achievement barriers include: teachers lack of understanding of CCSS instructional strategies that will increase students reading ability in the following areas: -Decoding -Comprehension - Fluency -Stamina

> > **G6.B1.S1** Professional Development for teachers in the area of CCSS

> **Action Step 1**

> Success Maker

> > **Person or Persons Responsible**
> >
> > ESE instructors and classroom teacher

> > **Target Dates or Schedule**
> >
> > during small group or centers - computer lab days

> > **Evidence of Completion**
> >
> > students progression through the program, teacher observation and formative assessments

> **Action Step 2**

> Target Diagnostic Inventory games (FCRR)

> > **Person or Persons Responsible**
> >
> > classroom teachers

> > **Target Dates or Schedule**
> >
> > small guided groups & classroom centers

> > **Evidence of Completion**
> >
> > teacher observation and student conversations

Action Step 3

Destination Success and Soar to Success

Person or Persons Responsible

Classroom teachers & ESE teachers

Target Dates or Schedule

during classroom centers and RTI instructional times

Evidence of Completion

Increase in student learning, teacher observation and informal & formative assessments

Action Step 4

Text Talk for vocabulary

Person or Persons Responsible

All Hogan-Spring Glen reading instructors

Target Dates or Schedule

classroom time - teacher read alouds

Evidence of Completion

interactive journals and peer discussions

Action Step 5

Professional Development

Person or Persons Responsible

All Hogan-Spring Glen reading instructors

Target Dates or Schedule

planning days and early release days

Evidence of Completion

Learning has been incorporated into classroom lessons

Facilitator:

Literacy heam/ Reading Coacj

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Strategies to increase student performance

Person or Persons Responsible

Classroom teacher, instructional coach, principal and leadership team

Target Dates or Schedule

Daily lessons (teacher), weekly professional development & classroom assistance (instructional coach),

Evidence of Completion

Observations and student assessment gains

Plan to Monitor Effectiveness of G6.B1.S1

Scheduled assessments

Person or Persons Responsible

classroom teachers & ESE teacher

Target Dates or Schedule

Following district testing schedule

Evidence of Completion

student test results

G6.B1.S2 Incorporate Text Talk to develop vocabulary

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7. 40% (10) of students will score 4 or 5 on the 2013 science FCAT

G7.B1 Difficulty processing higher order multi-step questions involving science concepts.

G7.B1.S1 Focus on specific item specifications

Action Step 1

Conduct experiments and labs following the scientific process

Person or Persons Responsible

classroom teacher

Target Dates or Schedule

weekly

Evidence of Completion

monitoring and modeling the science inquiry

Plan to Monitor Fidelity of Implementation of G7.B1.S1

monitor for fidelity

Person or Persons Responsible

principal, assistant principal, district science coach

Target Dates or Schedule

quarterly

Evidence of Completion

evidence of item specification use is apparent in lesson plans, and questions used within the classroom setting

Plan to Monitor Effectiveness of G7.B1.S1

monitor for effectiveness

Person or Persons Responsible

district science coach, principal, assistant principal

Target Dates or Schedule

quarterly

Evidence of Completion

performance and presentations of formal and informal data in science labs

G8. 60% (36) of students will score a level 3 or higher on the 2014 Math FCAT 2.0.

G8.B1 Academic - Students lack prior knowledge of basic mathematical concepts. Students are also very unfamiliar with math vocabulary.

G8.B1.S1 Use data to create focused instruction in deficient areas to differentiate and improve math instruction, follow the Gradual Release Model.

Action Step 1

Regular use of data and use of the gradual release model.

Person or Persons Responsible

Principal, Assistant Principal, Teachers, MTSS Team, district math coach

Target Dates or Schedule

During daily instruction and during planning for instruction.

Evidence of Completion

Student progression on CGA's, enVision assessments, focus walks, teacher created assessments, K-2 CCSS math assessments and student work.

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Fidelity of implementation

Person or Persons Responsible

Principal, Assistant Principal, and Teacher self monitoring.

Target Dates or Schedule

During Focus Walks,

Evidence of Completion

Grade level/Principal/AP meetings to review current data, grade level math chats, conferencing with students to set goals and evaluate whether goals are being met.

Plan to Monitor Effectiveness of G8.B1.S1

Strategy Effectiveness

Person or Persons Responsible

Classroom teachers, Principal and AP.

Target Dates or Schedule

When assessments are being completed successfully by the students.

Evidence of Completion

Progress on students on CGA's, enVision Assessment, seen during Focus Walks, and improved student work.

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G8.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G9. 60% (24) of students will score in the proficient range for their grade level on the 2014 Cella administration.

G9.B1 Teacher lack of understanding of student language.

G9.B1.S1 Implement Multicultural/ESOL Instructional strategies through the district trainings.

Action Step 1

Multicultural trainings

Person or Persons Responsible

Classroom teachers, principal, school counselor

Target Dates or Schedule

District provided trainings which are provided throughout the school year.

Evidence of Completion

Documentation provided by district upon completion.

Facilitator:

DCPS

Participants:

classroom teachers

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Teacher lesson plans and ESOL plan

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

ESOL strategies will be documented in lesson plans of teachers who are teaching ESOL students.

Plan to Monitor Effectiveness of G9.B1.S1

2014 CELLA listening and speaking scores, student grades, classroom assessments

Person or Persons Responsible

Classroom teachers, School Counselor

Target Dates or Schedule

By June 2014

Evidence of Completion

Documentation of grades, test scores

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

Field trips will be a significant portion of our Title I budget. The money will be spent on admission and transportation. A minimum of two per grade level will take place focusing on:
Cultural Awareness and Academics:
Museum of Science and History (MOSH)
Jacksonville Symphony
Museum of Contemporary Art (MOCA)
Cummer Museum
Jacksonville Zoo
One "incentive" trip for perfect attendance.
Professional Development: The Leader in Me
The Leader in Me is a whole-school transformation model that acts like the operating system of a computer — it improves performance of all other programs. Based on The 7 Habits of Highly Effective People®, The Leader in Me produces transformational results such as higher academic achievement, fewer discipline problems, and increased engagement among teachers and parents. Better yet, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st century economy.
Supplemental Academic Instruction (SAI) Saturday tutoring for 6 weeks for 2-3 hours per day.
Nutrition Programs: Breakfast in the Classroom (BIC) that provides free breakfast to 100% of our students. Free lunch program that feeds 100% of our students for free.
Parent involvement materials including Common Core Reading Set (one fiction and one non-fiction), Educational incentives for parents to use with students, supplies for parent workshops, printing for parent workshops, postange for parent mail outs, parent involvement catering services, parent involvement equipment

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. 54% of all Fourth Grade students will achieve a level 3.5 or higher on the 2014 FCAT Writes.

G1.B1 Lack of instructional strategies that will increase organization and structure in the writing process, that will increase conventions in writing, and the students background knowledge and per-requisite skills.

G1.B1.S1 Implement 1. Turn and talk 2. Graphic Organizers 3. Planning Sheets 4. Modeling 5. Step Up to Writing Daily Writing following district curriculum guide, anchor/exemplar class scoring and editing, all students participate in writing daily across all subject areas, use FCAT Writing rubric.

PD Opportunity 1

Monitor writing notebooks of students, district writing prompt scores, conduct writing conferences with students and parents, students complete a writing portfolio.

Facilitator

Literacy Team and Reading Coach

Participants

All K-2 Teachers and Literacy teachers 3-5

Target Dates or Schedule

weekly for in-class writing pieces, quarterly for district writing prompts, early release meeting for professional development.

Evidence of Completion

FCAT Writes scores will increase to 54% of the students scoring 3.5 or higher, student writing products (notebook/portfolio), district writing prompt scores.

G2. To increase parental involvement by volunteering from 22% (72 volunteers) to 27% (103 volunteers).

G2.B1 Lack of parent teacher communication.

G2.B1.S1 Improve communications by using Connect Duval, newsletters, Website, Marquee, Student Planners, Family Nights, Parent Conferences.

PD Opportunity 1

Provide more opportunities for parents to come into the school and become involved in their child's education.

Facilitator

Volunteer Coordinator

Participants

Pre-K through 5th grade teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Parent attendance survey sheets, monitor Connect Duval report, parent sign in sheets at school events, parent/teacher conference notes.

G3. Decrease of discipline referrals by 20% in the cafeteria.

G3.B1 budget

G3.B1.S1 Recruit volunteers, monitor student behavior, and reward good behavior in the cafeteria. Clipboards with current student roll and attendance is to accompany teachers to various areas on campus including resource classes and cafeteria. In the event of a crisis, resource teachers and cafeteria attendances will be aware of student's presence

PD Opportunity 1

Use a positive behavior management plan with fidelity.

Facilitator

volunteer coordinator

Participants

parents, community volunteers

Target Dates or Schedule

daily

Evidence of Completion

There will be less referrals and discipline actions taken from cafeteria behavior.

G4. 60% (26) 5th grade students will score at or above a level 3 in science on the 2014 FCAT.

G4.B1 Second year implementation of P-SELL (fifth grade only) and second year implementation of Interactive Science.

G4.B1.S1 Ongoing science professional development

PD Opportunity 1

Science Academy professional developments and bring back information to dissiminate the information to the rest of the science teachers.

Facilitator

District Science coaches, science lead teacher

Participants

District Science coaches, science lead teacher, science classroom teachers

Target Dates or Schedule

monthly

Evidence of Completion

The new strategies that have been shared are taking place within the classrooms.

G6. 55% of Hogan-Spring Glen Elementary 3rd, 4th, 5th graders will score at or above a level 3 on the 2014 FCAT

G6.B1 Academic achievement barriers include: teachers lack of understanding of CCSS instructional strategies that will increase students reading ability in the following areas: -Decoding -Comprehension -Fluency -Stamina

G6.B1.S1 Professional Development for teachers in the area of CCSS

PD Opportunity 1

Professional Development

Facilitator

Literacy heam/ Reading Coacj

Participants

All teachers

Target Dates or Schedule

planning days and early release days

Evidence of Completion

Learning has been incorporated into classroom lessons

G9. 60% (24) of students will score in the proficient range for their grade level on the 2014 Cella administration.

G9.B1 Teacher lack of understanding of student language.

G9.B1.S1 Implement Multicultural/ESOL Instructional strategies through the district trainings.

PD Opportunity 1

Multicultural trainings

Facilitator

DCPS

Participants

classroom teachers

Target Dates or Schedule

District provided trainings which are provided throughout the school year.

Evidence of Completion

Documentation provided by district upon completion.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	To increase parental involvement by volunteering from 22% (72 volunteers) to 27% (103 volunteers).	$3,192
G3.	Decrease of discipline referrals by 20% in the cafeteria.	$150
	Total	$3,342

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
Parent Involvement Funds	$3,192	$3,192
PTA	$150	$150
Total	$3,342	$3,342

Budget Details

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

G2. To increase parental involvement by volunteering from 22% (72 volunteers) to 27% (103 volunteers).

G2.B1 Lack of parent teacher communication.

G2.B1.S1 Improve communications by using Connect Duval, newsletters, Website, Marquee, Student Planners, Family Nights, Parent Conferences.

Action Step 1

Provide more opportunities for parents to come into the school and become involved in their child's education.

Resource Type

Other

Resource

Parent involvement materials including Common Core Reading Set (one fiction and one non-fiction), Educational incentives for parents to use with students, supplies for parent workshops, printing for parent workshops, postage for parent mail outs, parent

Funding Source

Parent Involvement Funds

Amount Needed

$3,192

G3. Decrease of discipline referrals by 20% in the cafeteria.

G3.B1 budget

G3.B1.S1 Recruit volunteers, monitor student behavior, and reward good behavior in the cafeteria. Clipboards with current student roll and attendance is to accompany teachers to various areas on campus including resource classes and cafeteria. In the event of a crisis, resource teachers and cafeteria attendances will be aware of student's presence

Action Step 1

Use a positive behavior management plan with fidelity.

Resource Type

Other

Resource

Student incentives

Funding Source

PTA

Amount Needed

$150