

Hyde Park Elementary School

5300 PARK ST, Jacksonville, FL 32205

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
78%

Alternative/ESE Center
No

Charter School
No

Minority
75%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	C

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Hyde Park Elementary is a dynamic centered school committed to developing the whole child by providing high-quality instruction, which will enable students to reach their full potential and become successful citizens who value learning as a continual process throughout their lives.

Provide the school's vision statement

Hyde Park Elementary students will become academically proficient problem solvers and life-long learners through the support of parents, peers, teachers, and the community.

School Environment

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

During pre-planning, faculty and staff members were presented with TNTP Instructional Culture Survey results and school climate surveys from parents and students. The survey was completed by staff members during the spring of 2014. After analyzing the data, staff members had to determine areas that were low from the different stakeholders and discuss strategies to improve in those areas. Strategies that were discussed were to

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

Hyde Park Elementary School Counseling program provides services to enhance student's academic, career, and social development. The school counseling assists students to manage emotional, academic, and behavioral challenges and help them develop a clear focus or sense of direction through:

1. Classroom guidance lessons
2. Small group counseling
3. Parent workshops
4. Individual counseling
5. Referrals to community agencies
6. Parent/Teacher conference

Classroom guidance lessons that are implemented throughout the year are:

1. Bullying
2. Goal Setting
3. Study Skills
4. Managing Anger
5. Career Awareness
6. Social Skills
7. Conflict Resolution

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

During pre-planning, faculty and staff members were presented with positive behavior supports /protocols for dealing with disciplinary incidents. An expectation assembly was presented to grades Pre-Kindergarten - Fifth grade. Students were presented with CHAMP expectations for hallway transitions, cafeteria, and morning/dismissal. In addition, students were presented with the previous year's discipline data and discussed ways in which to decrease disciplinary incidents. Classroom teachers reinforce CHAMP expectations in classrooms for activities and transitions throughout the school day.

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

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4. Managing Anger
5. Career Awareness
6. Social Skills
7. Conflict Resolution

Early Warning Systems

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2	6	5	4	2	2	21
One or more suspensions	3	5	5	3	5	9	30
Course failure in ELA or Math	5	6	2	4	0	0	17
Level 1 on statewide assessment	0	0	0	4	17	14	35

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	
Students exhibiting two or more indicators	2	2	2	5	5	6	22

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

Students that exhibit more than 2 early warning systems will receive the following intervention strategies:

1. Targeted small group instruction/ Rtl
2. Small group counseling sessions centered on goal setting
3. Referrals to community services (in needed by families)
4. Pair students with mentors

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Hyde Park Elementary is a Title I school. Please refer to the school's Parent Involvement Plan for data and information related to this section.

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Mitchell, Tarsha	Principal
Troy, Ronrica	Assistant Principal
Logan, Teresa	Instructional Coach
Waggoner, Dawn	Instructional Coach

Duties

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

Principal- Tarsha Mitchell: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing instructional programs; conducts assessment of instructional practices of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development; and communicates with parents regarding school-based plans and activities.

Assistant Principal- Ronrica Troy: Provides information about school wide/class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development to faculty and staff; and collaborates with staff to implement behavioral interventions and instructional strategies.

Mathematics Coach- Fay Sharpe: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Reading Coach- Teresa Logan: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

School Counselor- Tina Rich: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior., assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, analysis of Tier 2 and 3 intervention plans.

Reading Interventionist-Kathy Ramsey: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

Math Interventionist-Tracey Malone: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation

Varying Exceptionalities/ESE Liaison- Ellisa Williams: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The leadership team meets weekly to discuss classroom instruction, student expectations, analyze data, and engage in school wide problem solving. In addition to classroom observations, data chats are conducted to determine how students are progressing. The team will collaborate with classroom teachers to ensure that instructional strategies and differentiation occurs within each classroom. The team will also attend Rtl trainings and provide presentations to faculty on Rtl practices. They will identify professional development needs and facilitate the process of building consensus and making decisions about implementation. The team will also review progress-monitoring data at each grade level and classroom level to identify students who are meeting/exceeding benchmarks, at risk or at high risk for not meeting benchmarks.

The following federal, state, and local funds, services, and programs will be coordinated and integrated in the school in the following manner:

Title I, Part A

Teacher salaries are provided through funds from Title I.

Supplemental Academic Instruction (SAI)

SAI Funds are provided to assist students not showing proficiency in reading, writing, math, and science.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Joann Kelley	Business/Community
Tarsha Mitchell	Principal
Dessie Mayo	Business/Community
Betty Buchannan	Business/Community
Hazel Shaw	Parent
Peg Tribble	Teacher
Craig Garner	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council will review last year's school improvement plan to determine which goals/strategies worked and which goals/strategies need to be revised based upon state assessment data.

Development of this school improvement plan

The SIP teams worked collaboratively to compile a first draft. The SAC will review the draft, provide input, and the SIP teams will then revise based on the input to provide a second draft. Feedback is encouraged and incorporated into the plan, as appropriate. In addition, the SAC conducts an

intensive review of school data and the SIP at the midyear point. A report is developed and a copy is submitted to the School Board and Superintendent.

Preparation of the school's annual budget and plan

The SAC assists in preparation and evaluation of the School Improvement Plan as well as providing input regarding day to day operations including the budget.

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

No school improvement funds are available at this time.

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

No

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Mitchell, Tarsha	Principal
Troy, Ronrica	Assistant Principal
Logan, Teresa	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team analyzes data to establish the literacy goals for that school year. After the goals for the year have been determined, the team creates a plan to ensure that the progress towards accomplishing the set goals are being met school wide. The Literacy Teams promotes activities that will increase student achievement through literacy nights, professional development, leaders coaching and/or modeling, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. In addition, support implementation of the Common Core Standards, district curriculum guides and assessments.

Public and Collaborative Teaching

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

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

Classroom teachers participate in Grade Level/Subject Area and Vertical Team meetings. The master schedule has been designed to provide an hour for 3 to 4 times a week for teachers to meet by common content. Research-based protocols for Analyzing Data, Sharing Student Work, and the Seven Norms of Collaboration help to center the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

The following are strategies to recruit and retain highly qualified, certified-in-field, effective teachers and the person responsible:

- Attend new teacher meeting to discuss Teacher Induction Program; Professional Development Facilitator and Principal
- Match new teachers with veteran teacher “buddies;” Professional Development Facilitator and Principal
- Mentor teachers with 1-5 years of experience throughout the school year
- Provide instructional support to all teachers throughout the school year; Professional Development Facilitator and Principal
- Recruit new teachers; Human Resource Personnel

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

The school's teacher mentoring program/plan is designed to provide support to teachers new to the profession, school, or grade levels. Novice teachers are paired with more experienced teachers based on the instructional needs of the mentee and the skills and knowledge of the mentor. In addition, the school has two instructional coaches who provide assistance to all teachers in mathematics and reading. The following are mentoring activities:

- Meetings between mentors and mentees. These are held at least once a month, but may occur on an “as needed” basis and are more frequent in the beginning of the school year. During these meetings mentors and mentees discuss classroom concerns and strategies for high quality instruction.
- Grade level and subject area collaborative teacher planning
- Classroom support by instructional coaches
- Instructional support, classroom observations, and constructive feedback of mentee classrooms by school administrators
- Instructional support, classroom observations, and constructive feedback of mentor classrooms by school administrators

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

During collaborative planning sessions, teachers unpack the Florida Standards based upon formal data(district/in-class assessments) and plan instruction. Teachers discuss reading and writing curriculum that aligns to the standards. The dialogue during these meetings help to promote student achievement, understanding of the standards, and utilizing instructional practices to meet the needs of each student.

Instructional Strategies

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

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: Weekend Program

Minutes added to school year: 3,880

Saturday School will be provided for selected students including those in the bottom quartile and those identified as "bubble." The academic program will focus on three subject areas: reading, mathematics, and science. Instructional strategies and learning activities will be developed with student engagement and educational rigor in mind.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

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

Selected data will be identified and analyzed to indicate student understanding of targeted concepts and benchmarks prior to the start of the program. At the end of the program data will again be collected and analyzed to indicate the gain of student understanding.

Student Transition and Readiness

PreK-12 Transition

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

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

During the 4th nine weeks, surrounding daycare centers and preschools tour Hyde Park. The tour allows the students to meet future Kindergarten teachers and familiarize the students to the school setting. As a part of the tour, the students participate in a lesson, eat lunch in the cafeteria, and receive a treat bag.

Orientation for Kindergarten takes place a week before school begins. During orientation, parents and students are introduced to the expectations and curriculum for the school year.

Diagnostic assessments such as FKLRS/ ECHOS are administered to first time Kindergarten students to calculate their readiness rate. This data is used to differentiate instruction.

College and Career Readiness

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

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

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

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of proficiency (3 or above) on the 2015 State Reading Assessment by 10% or more.
- G2.** Increase the percentage of bottom quartile students on the 2015 State Reading Assessment making gains by 10% or more.
- G3.** Increase the percentage of proficiency (3.5 or above) on the 2015 State Writing Assessment by 10% or more.
- G4.** Increase the percentage of proficiency (3 or above) on 2015 State Math Assessment by 10% or more by implementing differentiating center rotations .
- G5.** Increase the percentage of bottom quartile students making gains on the 2015 State Math Assessment by 10% or more by implementing differentiated small group instruction daily.
- G6.** Increase the percentage of proficiency on the 2015 State Science Assessment by 10% or more.
- G7.** Increase the percentage of students making gains on the 2015 State Reading Assessment by 10% or more.

Strategic Goals Detail

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

G1. Increase the percentage of proficiency (3 or above) on the 2015 State Reading Assessment by 10% or more. 1a

G041541

Targets Supported 1b

Indicator	Annual Target
	47.0

Resources Available to Support the Goal 2

- District Specialists
- Curriculum Guides and Assessments
- Reading Coach
- Reading Interventionist
- Coaching Cycle/Lesson Study
- Program Materials
- i-Ready/Ready Common Core

Targeted Barriers to Achieving the Goal 3

- Lack of text complexity
- Inconsistent guided reading and small group instruction across the grade levels

G2. Increase the percentage of bottom quartile students on the 2015 State Reading Assessment making gains by 10% or more. 1a

G040787

Targets Supported 1b

Indicator	Annual Target
	80.0

Resources Available to Support the Goal 2

- District Specialists
- Reading Coach
- Curriculum Guides and Assessments
- Program Materials
- Teacher Academy
- i-Ready
- Coaching Cycle/Lesson Study

Targeted Barriers to Achieving the Goal 3

- Students need more academic confidence

Plan to Monitor Progress Toward G2. 8

Student CGA data, I-Ready data

Person Responsible

Tarsha Mitchell

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

State Assessment Student Data

G3. Increase the percentage of proficiency (3.5 or above) on the 2015 State Writing Assessment by 10% or more. 1a

G037783

Targets Supported 1b

Indicator	Annual Target
	43.0

Resources Available to Support the Goal 2

- District ELA Specialists
- Reading Coach
- Curriculum Guides and Assessments
- Coaching Academy and Teacher Academy
- Write to Learn

Targeted Barriers to Achieving the Goal 3

- students lack experience with structured writing
- students need more writing instruction in the primary grades

Plan to Monitor Progress Toward G3. 8

Writing prompt scores, classroom writing samples

Person Responsible

Tarsha Mitchell

Schedule

Quarterly, from 10/15/2014 to 5/29/2015

Evidence of Completion

Student Data

G4. Increase the percentage of proficiency (3 or above) on 2015 State Math Assessment by 10% or more by implementing differentiating center rotations . 1a

G037784

Targets Supported 1b

Indicator	Annual Target
	50.0

Resources Available to Support the Goal 2

- District Specialist
- Math Coach
- Curriculum Guides and Assessments
- Program Materials
- Coaching Academy
- Teacher Academy
- Coaching Cycle/Lesson Study
- i-Ready

Targeted Barriers to Achieving the Goal 3

- Students entering 3rd grade below grade level
- Classroom instruction doesn't match rigor of assessment
- Low reading levels make it difficult for students to understand the math questions and vocabulary

Plan to Monitor Progress Toward G4. 8

The Leadership Team will monitor the progress of the following to ensure data is being used to differentiate instruction during small group instruction and center rotations.

iReady Data

CGA Data

Classroom assessments

Student Interactive Notebooks

Anecdotal Notes

Person Responsible

Ronrica Troy

Schedule

Biweekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Data Chat Form, Student Accountability Folders/Data Notebook, School wide and Classroom Data boards.

G5. Increase the percentage of bottom quartile students making gains on the 2015 State Math Assessment by 10% or more by implementing differentiated small group instruction daily. 1a

G037785

Targets Supported 1b

Indicator	Annual Target
	70.0

Resources Available to Support the Goal 2

- District Specialist
- Math Coach
- Curriculum Guides and Assessments
- Program Materials
- Coaching Academy
- Teacher Academy
- Coaching Cycle/Lesson Study
- i-Ready
- FCAT Explorer

Targeted Barriers to Achieving the Goal 3

- Students entering 3rd grade below grade level
- Classroom instruction doesn't match rigor of assessment
- Low reading levels make it difficult for students to understand the math questions and vocabulary

Plan to Monitor Progress Toward G5. 8

The Leadership Team will monitor the following:

iReady data

CGA Data

Student Interactive Notebooks

Classroom assessments

Center Accountability Notebooks

Student Data Notebooks

Anecdotal Notes

Person Responsible

Ronrica Troy

Schedule

Biweekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Data Chat Form

G6. Increase the percentage of proficiency on the 2015 State Science Assessment by 10% or more. 1a

G037786

Targets Supported 1b

Indicator	Annual Target
	50.0

Resources Available to Support the Goal 2

- District Specialist
- Curriculum Guides and Assessments
- Program Materials
- FCAT Explorer
- Dedicated Science Lab/Room

Targeted Barriers to Achieving the Goal 3

- Lack of connection between what is being taught and real world application
- Low reading levels make it difficult for students to understand the science questions and vocabulary
- Curriculum not being taught in prior grades.

Plan to Monitor Progress Toward G6. 8

Exit tickets
Classroom assessments
Anecdotal Notes

Person Responsible

Ronrica Troy

Schedule

Weekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Data Chat Form

G7. Increase the percentage of students making gains on the 2015 State Reading Assessment by 10% or more. 1a

G037789

Targets Supported 1b

Indicator	Annual Target
	90.0

Resources Available to Support the Goal 2

- District specialists
- Reading Coach
- Curriculum Guides and Assessments
- Program Materials
- Coaching Academy
- Teacher Academy
- Coaching Cycle/Lesson Study
- i-Ready/Ready Common Core

Targeted Barriers to Achieving the Goal 3

- Lack of differentiated instruction
- Need consistent RtI and documentation

Plan to Monitor Progress Toward G7. 8

Review of i-Ready reading data, student reading CGA data

Person Responsible

Tarsha Mitchell

Schedule

Monthly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Student assessment data, I-ready data

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. Increase the percentage of proficiency (3 or above) on the 2015 State Reading Assessment by 10% or more. **1**

 G041541

G1.B1 Lack of text complexity **2**

 B100694

G1.B1.S1 Improve teacher knowledge of complexity and specifications **4**

 S111948

Strategy Rationale

Action Step 1 **5**

Provide selected grade levels and/or teachers with professional development on the complexity and rigor expected by the K-5 LAFS and specifications

Person Responsible

Teresa Logan

Schedule

On 9/24/2014

Evidence of Completion

Meeting Sign-in sheets, presentation materials

Action Step 2 5

Ensure discussion of complexity and specifications of Standards to Collaborative Planning and Grade Level team meetings

Person Responsible

Tarsha Mitchell

Schedule

Weekly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Meeting minutes

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

Look for appropriate complexity and rigor of instruction

Person Responsible

Tarsha Mitchell

Schedule

Weekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, walk through forms

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

Monitor student performance data

Person Responsible

Tarsha Mitchell


Schedule

Quarterly, from 9/24/2014 to 5/29/2015


Evidence of Completion

ELA Student Data

G1.B2 Inconsistent guided reading and small group instruction across the grade levels **2**

 B100695

G1.B2.S1 Consistent instruction across grade levels **4**

 S111935

Strategy Rationale

Action Step 1 **5**

Collaborative Planning Schedules for ELA teachers

Person Responsible

Tarsha Mitchell

Schedule

Weekly, from 9/10/2014 to 9/30/2014

Evidence of Completion

Meeting minutes

Action Step 2 **5**

Link teachers in Oncourse

Person Responsible

Dawn Waggoner

Schedule

Weekly, from 8/22/2014 to 9/30/2014

Evidence of Completion

Review links in Oncourse

Action Step 3 **5**

Leadership Team member assigned to each teacher team and meets with them

Person Responsible

Tarsha Mitchell

Schedule

Monthly, from 8/15/2014 to 5/29/2015

Evidence of Completion

Team Meeting Minutes

Action Step 4 5

Teachers discuss Curriculum Guides, Instruction, and Student Work at Collaborative Planning meetings

Person Responsible

Tarsha Mitchell

Schedule

Weekly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Collaborative Planning minutes

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

Leadership Team will observe and discuss Guided Reading and small group instruction

Person Responsible

Tarsha Mitchell

Schedule

Biweekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, formal and informal observations

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

Leadership Team monitors and discusses instructional consistency at Team Meetings, Individual class and Grade Level Student Data are also monitored

Person Responsible

Tarsha Mitchell

Schedule

Monthly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, informal and formal observations, Student performance data

G2. Increase the percentage of bottom quartile students on the 2015 State Reading Assessment making gains by 10% or more. 1

G040787

G2.B2 Students need more academic confidence 2

B099463

G2.B2.S1 Assist students with setting academic goals 4

S110806

Strategy Rationale

Action Step 1 5

Ensure that ELA teachers have goal setting forms and data chat protocols in place

Person Responsible

Teresa Logan

Schedule

On 9/26/2014

Evidence of Completion

Samples of data chat forms and protocols

Action Step 2 5

Teachers discuss goal setting forms and data chat protocols at PLCs

Person Responsible

Tarsha Mitchell

Schedule

Every 6 Weeks, from 10/1/2014 to 5/29/2015

Evidence of Completion

meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Review student goal setting protocols and data chats forms

Person Responsible

Tarsha Mitchell

Schedule

Every 6 Weeks, from 10/1/2014 to 5/29/2015

Evidence of Completion

data chat forms, student data folders/notebooks

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Review samples of student goals and actual student assessment data

Person Responsible

Tarsha Mitchell


Schedule

Every 6 Weeks, from 10/1/2014 to 5/29/2015

Evidence of Completion

data chat forms, student data folders/notebooks

G2.B2.S2 Provide targeted students with adult mentors or "School Buddies" 4

 S110808

Strategy Rationale

Action Step 1 5

Identify students who would benefit from having an adult mentor or "school buddy" and compile into a list

Person Responsible

Ronrica Troy

Schedule

On 10/15/2014

Evidence of Completion

List of targeted students

Action Step 2 5

Assign teacher and other school staff mentors to groups of students or an individual student

Person Responsible

Ronrica Troy

Schedule

On 10/15/2014

Evidence of Completion

Lists of mentors and mentees

Action Step 3 5

Have meeting to discuss the role and activities of mentors and mentees

Person Responsible

Ronrica Troy

Schedule

On 10/15/2014

Evidence of Completion

anecdotal notes

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Mentors will meet with student's teacher once a month to mentoring activities.

Person Responsible

Ronrica Troy

Schedule

Monthly, from 10/22/2014 to 5/29/2015

Evidence of Completion

Mentor/Teacher Meeting Minutes, anecdotal notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

End of the Year Mentor/Mentee lunch

Person Responsible

Ronrica Troy


Schedule

On 5/29/2015


Evidence of Completion

Mentees/Mentors anecdotes


G3. Increase the percentage of proficiency (3.5 or above) on the 2015 State Writing Assessment by 10% or more. 1

 G037783

G3.B2 students lack experience with structured writing 2

 B090847

G3.B2.S2 Teachers will provide writing instruction based on the Florida Standards 4

 S110145

Strategy Rationale

Action Step 1 5

The Reading Coach and District ELA Specialists will visit classrooms to see writing instruction and examples of student writing.

Person Responsible

Teresa Logan

Schedule

On 9/30/2014

Evidence of Completion

Writing samples will be collected.

Action Step 2 5

Teachers will be given professional development on instructional expectations of LAFS writing standards.

Person Responsible

Teresa Logan

Schedule

On 10/10/2014

Evidence of Completion

Sign-in sheets and presentation materials and PowerPoint

Action Step 3 5

Teachers will be provided writing rubrics and how to use them

Person Responsible

Teresa Logan

Schedule

On 9/19/2014

Evidence of Completion

Writing samples will be collected and compared to the appropriate rubric.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Look for writing instruction at all grade levels and ELA classrooms

Person Responsible

Tarsha Mitchell

Schedule

Monthly, from 10/10/2014 to 5/31/2015

Evidence of Completion

Teacher Lesson Plans

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Review of writing assessment data

Person Responsible

Tarsha Mitchell


Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Student writing data

G3.B2.S3 Writing instruction will be conducted in each grade level (K-5) 4

 S110146

Strategy Rationale

Action Step 1 5

Lesson Plans will be checked for writing instruction

Person Responsible

Tarsha Mitchell

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teacher Lesson Plans

Action Step 2 5

Writing instruction will be observed

Person Responsible

Tarsha Mitchell

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Walk through forms

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Review of Lesson Plans and scheduled writing instruction

Person Responsible

Tarsha Mitchell

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Writing Lesson Plans and Class schedules

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

Review of writing scores

Person Responsible

Tarsha Mitchell

Schedule

Quarterly, from 10/15/2014 to 5/29/2015

Evidence of Completion

Student data

G4. Increase the percentage of proficiency (3 or above) on 2015 State Math Assessment by 10% or more by implementing differentiating center rotations . 1

G037784

G4.B2 Students entering 3rd grade below grade level 2

B090851

G4.B2.S1 Effective teaching instruction aligned to standards through the gradual release model. 4

S101668

Strategy Rationale

Action Step 1 5

Determine which teachers need addition professional development of the gradual release based upon classroom walk-throughs/observations.

Person Responsible

Ronrica Troy

Schedule

Biweekly, from 9/2/2014 to 10/3/2014

Evidence of Completion

walk-throughs

Action Step 2 5

Provide training and support for math teachers who need intensive gradual release training, center rotations, differentiated instruction.

Person Responsible

Dawn Waggoner

Schedule

On 10/31/2014

Evidence of Completion

Coaching Log

Action Step 3 5

Monitor that gradual release model is being implemented.

Person Responsible

Ronrica Troy

Schedule

On 12/1/2014

Evidence of Completion

Formal/Informal Observations

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Use walk-through form and classroom observation to determine if gradual release model is being used.

Person Responsible

Ronrica Troy

Schedule

Biweekly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Walk-through form, Teacher lesson plans, student work

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Improved performance on Quarterly Curriculum Guide Assessments

Person Responsible

Ronrica Troy

Schedule

Every 6 Weeks, from 9/22/2014 to 12/8/2014

Evidence of Completion

Student data in Performance Matters

G4.B2.S2 Teachers will participate in professional development on scaffolding math instruction. 4

S101669

Strategy Rationale

Action Step 1 5

Instructional support from the Math Coach and district specialist through collaborative planning and coaching cycle.

Person Responsible

Dawn Waggoner

Schedule

Biweekly, from 9/15/2014 to 10/31/2014

Evidence of Completion

lesson plans, walk-through notes, coaching logs,

Plan to Monitor Fidelity of Implementation of G4.B2.S2 6

Classroom observations

Person Responsible

Ronrica Troy

Schedule

On 5/29/2015

Evidence of Completion

walk-through notes, formal/informal observations, student work

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 7

Classroom Data

Person Responsible

Ronrica Troy


Schedule

Every 6 Weeks, from 9/2/2014 to 5/22/2015


Evidence of Completion

Data chat forms

G4.B5 Classroom instruction doesn't match rigor of assessment 2

 B090854

G4.B5.S1 Effective teaching instruction aligned to Florida State Standards. 4

 S101670

Strategy Rationale

Action Step 1 5

Provide training on Common Core Mathematical practices and Florida State Standards to use to unpack and plan for more explicit instruction.

Person Responsible

Dawn Waggoner

Schedule

On 10/4/2014

Evidence of Completion

Training PowerPoint

Action Step 2 5

Unpack the Math Florida State Standards

Person Responsible

Dawn Waggoner

Schedule

On 9/26/2014

Evidence of Completion

Posters/work created during meetings.

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

Formal/Informal classroom observations

Person Responsible

Ronrica Troy

Schedule

Weekly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Lesson Plans with standards documented and observations during walk-throughs, student work

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7

Improved performance on Curriculum Guide Assessments
Classroom Assessment Data
iReady Data

Person Responsible

Ronrica Troy


Schedule

Biweekly, from 8/25/2014 to 6/1/2015


Evidence of Completion

Student data in Performance Matters, data forms, iReady

G4.B9 Low reading levels make it difficult for students to understand the math questions and vocabulary 2

 B090858

G4.B9.S1 Teach vocabulary in math 4

 S101672

Strategy Rationale

Action Step 1 5

Provide training to classroom teachers on ways to incorporate higher level math vocabulary in lessons in lower grades.

Person Responsible

Dawn Waggoner

Schedule

On 9/29/2014

Evidence of Completion

Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G4.B9.S1 6

Look for student use of math vocabulary in classrooms and interactive journals.

Person Responsible

Dawn Waggoner

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Walk through forms.

Plan to Monitor Effectiveness of Implementation of G4.B9.S1 7

Improved performance on Curriculum Guide Assessments
Increase use of math vocabulary in classroom.

Person Responsible

Ronrica Troy


Schedule

On 5/29/2015


Evidence of Completion

Student Data on Inform Interactive journals


G5. Increase the percentage of bottom quartile students making gains on the 2015 State Math Assessment by 10% or more by implementing differentiated small group instruction daily. 1

 G037785

G5.B2 Students entering 3rd grade below grade level 2

 B090860

G5.B2.S1 Effective teaching instruction aligned to standards through the gradual release model. 4

 S101675

Strategy Rationale

Action Step 1 5

Provide/differentiate professional development to teachers through collaborative planning and coaching cycles

Person Responsible

Dawn Waggoner

Schedule

Biweekly, from 9/2/2014 to 12/1/2014

Evidence of Completion

Coach Log

Action Step 2 5

Monitor that gradual release model is being implemented.

Person Responsible

Ronrica Troy

Schedule

Weekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Formal Observations, Coaching Logs

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Use walk-through form and classroom observation forms to determine if gradual release model is being used.

Person Responsible

Ronrica Troy

Schedule

Daily, from 9/2/2014 to 6/1/2015

Evidence of Completion

Walk-through form Teacher lesson plans Student Work

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Improved performance on Quarterly Curriculum Guide Assessments, iReady assessment data

Person Responsible

Ronrica Troy


Schedule

Every 6 Weeks, from 9/1/2014 to 6/1/2015


Evidence of Completion

Student data in Performance Matters Student data in iReady

G5.B5 Classroom instruction doesn't match rigor of assessment 2

 B090863

G5.B5.S1 Effective teaching instruction aligned to Common Core Standards. 4

 S101677

Strategy Rationale

Action Step 1 5

Provide training on Common Core Mathematical practices

Person Responsible

Dawn Waggoner

Schedule

Evidence of Completion

Training PowerPoint

Action Step 2 5

Unpack the Common Core Standards to increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

Person Responsible

Dawn Waggoner

Schedule

On 10/31/2014

Evidence of Completion

Posters/work created during meetings.

Plan to Monitor Fidelity of Implementation of G5.B5.S1 6

Instruction provided based on Common Core Standards.

Person Responsible

Ronrica Troy

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson Plans with standards documented and observations during walk-throughs

Plan to Monitor Effectiveness of Implementation of G5.B5.S1 7

Improved performance on Curriculum Guide Assessments

Person Responsible

Ronrica Troy


Schedule

Every 6 Weeks, from 9/2/2014 to 3/27/2015


Evidence of Completion

Student data in Performance Matters

G5.B8 Low reading levels make it difficult for students to understand the math questions and vocabulary **2**

 B090867

G5.B8.S1 Teach vocabulary in math **4**

 S101679

Strategy Rationale

Action Step 1 **5**

Provide training to classroom teachers on ways to incorporate higher level math vocabulary in lessons in lower grades.

Person Responsible

Dawn Waggoner

Schedule

On 10/29/2014

Evidence of Completion

Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G5.B8.S1 **6**

Look for student use of math vocabulary in classrooms and interactive journals.

Person Responsible

Schedule

Evidence of Completion

Walk through forms.

Plan to Monitor Effectiveness of Implementation of G5.B8.S1 7

Improved performance on Curriculum Guide Assessments
Increase use of math vocabulary in classroom.


Person Responsible

Schedule


Evidence of Completion

Student Data on Inform Interactive journals


G6. Increase the percentage of proficiency on the 2015 State Science Assessment by 10% or more. 1

 G037786

G6.B7 Lack of connection between what is being taught and real world application 2

 B090875

G6.B7.S1 Utilize science lab to conduct experiments 4

 S111843

Strategy Rationale

Applying concepts to science experiments (every day objects) will build connections with the text.

Action Step 1 5

Instructional support from the District Science Specialists

Person Responsible

Ronrica Troy

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

interactive science journals, student work

Plan to Monitor Fidelity of Implementation of G6.B7.S1 6

Review classroom data

Person Responsible

Ronrica Troy

Schedule

Biweekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Data chat forms

Plan to Monitor Effectiveness of Implementation of G6.B7.S1 7

Review student work samples and goal setting

Person Responsible

Ronrica Troy

Schedule

Biweekly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Data Dialogue, Student Work Samples

G6.B8 Low reading levels make it difficult for students to understand the science questions and vocabulary

2

 B090876

G6.B8.S1 Teach vocabulary in science. 4

 S101684

Strategy Rationale

Action Step 1 5

Provide training to classroom teachers on ways to incorporate higher level science vocabulary in lessons in lower grades.

Person Responsible

Ronrica Troy

Schedule

Monthly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G6.B8.S1 6

Look for student use of science vocabulary in classrooms and interactive journals.

Person Responsible

Ronrica Troy

Schedule

Biweekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Walk through forms.

Plan to Monitor Effectiveness of Implementation of G6.B8.S1 7

Improved performance on Curriculum Guide Assessments
Increase use of science vocabulary in classroom.

Person Responsible

Ronrica Troy


Schedule

Every 6 Weeks, from 9/2/2014 to 6/1/2015


Evidence of Completion

Student Data on Inform Interactive journals


G7. Increase the percentage of students making gains on the 2015 State Reading Assessment by 10% or more. 1

 G037789

G7.B3 Lack of differentiated instruction 2

 B090898

G7.B3.S1 Reading Interventionist and ESE teachers will work with struggling students 4

 S110533

Strategy Rationale

Action Step 1 5

Student data will be analyzed to identify struggling students who will benefit from additional instructional support.

Person Responsible

Tarsha Mitchell

Schedule

Quarterly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Student data

Action Step 2 5

Reading Interventionist and ESE teachers will be assigned to identified struggling students

Person Responsible

Tarsha Mitchell

Schedule

Quarterly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Student data

Plan to Monitor Fidelity of Implementation of G7.B3.S1 6

Monitor that Interventionist and ESE teachers are working with students

Person Responsible

Tarsha Mitchell

Schedule

Biweekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Student Data

Plan to Monitor Effectiveness of Implementation of G7.B3.S1 7

Review student data to see changes in achievement of students.

Person Responsible

Tarsha Mitchell

Schedule

Monthly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Student CGA Data, i-Ready data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Duval - 0771 - Hyde Park Elementary School - 2014-15 SIP
Hyde Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B2.S1.A1	Determine which teachers need addition professional development of the gradual release based upon classroom walk-throughs/observations.	Troy, Ronrica	9/2/2014	walk-throughs	10/3/2014 biweekly
G4.B5.S1.A1	Provide training on Common Core Mathematical practices and Florida State Standards to use to unpack and plan for more explicit instruction.	Waggoner, Dawn	9/2/2014	Training PowerPoint	10/4/2014 one-time
G4.B9.S1.A1	Provide training to classroom teachers on ways to incorporate higher level math vocabulary in lessons in lower grades.	Waggoner, Dawn	9/29/2014	Teacher lesson plans	9/29/2014 one-time
G5.B2.S1.A1	Provide/differentiate professional development to teachers through collaborative planning and coaching cycles	Waggoner, Dawn	9/2/2014	Coach Log	12/1/2014 biweekly
G5.B5.S1.A1	Provide training on Common Core Mathematical practices	Waggoner, Dawn	9/15/2014	Training PowerPoint	one-time
G5.B8.S1.A1	Provide training to classroom teachers on ways to incorporate higher level math vocabulary in lessons in lower grades.	Waggoner, Dawn	10/29/2014	Teacher lesson plans	10/29/2014 one-time
G6.B8.S1.A1	Provide training to classroom teachers on ways to incorporate higher level science vocabulary in lessons in lower grades.	Troy, Ronrica	9/2/2014	Teacher lesson plans	6/1/2015 monthly
G3.B2.S2.A1	The Reading Coach and District ELA Specialists will visit classrooms to see writing instruction and examples of student writing.	Logan, Teresa	9/17/2014	Writing samples will be collected.	9/30/2014 one-time
G3.B2.S3.A1	Lesson Plans will be checked for writing instruction	Mitchell, Tarsha	9/1/2014	Teacher Lesson Plans	5/29/2015 weekly
G7.B3.S1.A1	Student data will be analyzed to identify struggling students who will benefit from additional instructional support.	Mitchell, Tarsha	9/10/2014	Student data	5/29/2015 quarterly
G2.B2.S1.A1	Ensure that ELA teachers have goal setting forms and data chat protocols in place	Logan, Teresa	9/10/2014	Samples of data chat forms and protocols	9/26/2014 one-time
G2.B2.S2.A1	Identify students who would benefit from having an adult mentor or "school buddy" and compile into a list	Troy, Ronrica	10/1/2014	List of targeted students	10/15/2014 one-time
G6.B7.S1.A1	Instructional support from the District Science Specialists	Troy, Ronrica	9/8/2014	interactive science journals, student work	5/29/2015 biweekly
G4.B2.S2.A1	Instructional support from the Math Coach and district specialist through collaborative planning and coaching cycle.	Waggoner, Dawn	9/15/2014	lesson plans, walk-through notes, coaching logs,	10/31/2014 biweekly
G1.B1.S1.A1	Provide selected grade levels and/or teachers with professional development on the complexity and rigor expected by the K-5 LAFS and specifications	Logan, Teresa	9/24/2014	Meeting Sign-in sheets, presentation materials	9/24/2014 one-time
G1.B2.S1.A1	Collaborative Planning Schedules for ELA teachers	Mitchell, Tarsha	9/10/2014	Meeting minutes	9/30/2014 weekly
G4.B2.S1.A2	Provide training and support for math teachers who need intensive gradual release training, center rotations, differentiated instruction.	Waggoner, Dawn	9/8/2014	Coaching Log	10/31/2014 one-time
G4.B5.S1.A2	Unpack the Math Florida State Standards	Waggoner, Dawn	9/1/2014	Posters/work created during meetings.	9/26/2014 one-time

Duval - 0771 - Hyde Park Elementary School - 2014-15 SIP
Hyde Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B2.S1.A2	Monitor that gradual release model is being implemented.	Troy, Ronrica	9/2/2014	Formal Observations, Coaching Logs	6/1/2015 weekly
G5.B5.S1.A2	Unpack the Common Core Standards to increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.	Waggoner, Dawn	9/15/2014	Posters/work created during meetings.	10/31/2014 one-time
G3.B2.S2.A2	Teachers will be given professional development on instructional expectations of LAFS writing standards.	Logan, Teresa	10/1/2014	Sign-in sheets and presentation materials and PowerPoint	10/10/2014 one-time
G3.B2.S3.A2	Writing instruction will be observed	Mitchell, Tarsha	9/1/2014	Walk through forms	5/29/2015 monthly
G7.B3.S1.A2	Reading Interventionist and ESE teachers will be assigned to identified struggling students	Mitchell, Tarsha	9/10/2014	Student data	5/29/2015 quarterly
G2.B2.S1.A2	Teachers discuss goal setting forms and data chat protocols at PLCs	Mitchell, Tarsha	10/1/2014	meeting minutes	5/29/2015 every-6-weeks
G2.B2.S2.A2	Assign teacher and other school staff mentors to groups of students or an individual student	Troy, Ronrica	10/1/2014	Lists of mentors and mentees	10/15/2014 one-time
G1.B1.S1.A2	Ensure discussion of complexity and specifications of Standards to Collaborative Planning and Grade Level team meetings	Mitchell, Tarsha	9/19/2014	Meeting minutes	5/29/2015 weekly
G1.B2.S1.A2	Link teachers in Oncourse	Waggoner, Dawn	8/22/2014	Review links in Oncourse	9/30/2014 weekly
G4.B2.S1.A3	Monitor that gradual release model is being implemented.	Troy, Ronrica	10/6/2014	Formal/Informal Observations	12/1/2014 one-time
G3.B2.S2.A3	Teachers will be provided writing rubrics and how to use them	Logan, Teresa	9/10/2014	Writing samples will be collected and compared to the appropriate rubric.	9/19/2014 one-time
G2.B2.S2.A3	Have meeting to discuss the role and activities of mentors and mentees	Troy, Ronrica	10/1/2014	anecdotal notes	10/15/2014 one-time
G1.B2.S1.A3	Leadership Team member assigned to each teacher team and meets with them	Mitchell, Tarsha	8/15/2014	Team Meeting Minutes	5/29/2015 monthly
G1.B2.S1.A4	Teachers discuss Curriculum Guides, Instruction, and Student Work at Collaborative Planning meetings	Mitchell, Tarsha	9/30/2014	Collaborative Planning minutes	5/29/2015 weekly
G1.B2.S1.MA1	Leadership Team monitors and discusses instructional consistency at Team Meetings, Individual class and Grade Level Student Data are also monitored	Mitchell, Tarsha	8/22/2014	Lesson Plans, informal and formal observations, Student performance data	5/29/2015 monthly
G1.B2.S1.MA1	Leadership Team will observe and discuss Guided Reading and small group instruction	Mitchell, Tarsha	8/22/2014	Lesson Plans, formal and informal observations	5/29/2015 biweekly
G1.B1.S1.MA1	Monitor student performance data	Mitchell, Tarsha	9/24/2014	ELA Student Data	5/29/2015 quarterly
G1.B1.S1.MA1	Look for appropriate complexity and rigor of instruction	Mitchell, Tarsha	10/1/2014	Lesson Plans, walk through forms	5/29/2015 weekly
G2.MA1	Student CGA data, I-Ready data	Mitchell, Tarsha	10/1/2014	State Assessment Student Data	5/29/2015 quarterly
G2.B2.S1.MA1	Review samples of student goals and actual student assessment data	Mitchell, Tarsha	10/1/2014	data chat forms, student data folders/notebooks	5/29/2015 every-6-weeks
G2.B2.S1.MA1	Review student goal setting protocols and data chats forms	Mitchell, Tarsha	10/1/2014	data chat forms, student data folders/notebooks	5/29/2015 every-6-weeks

Duval - 0771 - Hyde Park Elementary School - 2014-15 SIP
Hyde Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.MA1	End of the Year Mentor/Mentee lunch	Troy, Ronrica	5/1/2015	Mentees/Mentors anecdotes	5/29/2015 one-time
G2.B2.S2.MA1	Mentors will meet with student's teacher once a month to mentoring activities.	Troy, Ronrica	10/22/2014	Mentor/Teacher Meeting Minutes, anecdotal notes	5/29/2015 monthly
G3.MA1	Writing prompt scores, classroom writing samples	Mitchell, Tarsha	10/15/2014	Student Data	5/29/2015 quarterly
G3.B2.S2.MA1	Review of writing assessment data	Mitchell, Tarsha	10/1/2014	Student writing data	5/29/2015 monthly
G3.B2.S2.MA1	Look for writing instruction at all grade levels and ELA classrooms	Mitchell, Tarsha	10/10/2014	Teacher Lesson Plans	5/31/2015 monthly
G3.B2.S3.MA1	Review of writing scores	Mitchell, Tarsha	10/15/2014	Student data	5/29/2015 quarterly
G3.B2.S3.MA1	Review of Lesson Plans and scheduled writing instruction	Mitchell, Tarsha	9/1/2014	Writing Lesson Plans and Class schedules	5/29/2015 biweekly
G4.MA1	The Leadership Team will monitor the progress of the following to ensure data is being used to differentiate instruction during small group instruction and center rotations. iReady Data CGA Data Classroom assessments Student Interactive Notebooks Anecdotal Notes	Troy, Ronrica	10/6/2014	Data Chat Form, Student Accountability Folders/Data Notebook, School wide and Classroom Data boards.	5/29/2015 biweekly
G4.B2.S1.MA1	Improved performance on Quarterly Curriculum Guide Assessments	Troy, Ronrica	9/22/2014	Student data in Performance Matters	12/8/2014 every-6-weeks
G4.B2.S1.MA1	Use walk-through form and classroom observation to determine if gradual release model is being used.	Troy, Ronrica	8/29/2014	Walk-through form, Teacher lesson plans, student work	5/29/2015 biweekly
G4.B5.S1.MA1	Improved performance on Curriculum Guide Assessments Classroom Assessment Data iReady Data	Troy, Ronrica	8/25/2014	Student data in Performance Matters, data forms, iReady	6/1/2015 biweekly
G4.B5.S1.MA1	Formal/Informal classroom observations	Troy, Ronrica	10/6/2014	Lesson Plans with standards documented and observations during walk-throughs, student work	6/1/2015 weekly
G4.B9.S1.MA1	Improved performance on Curriculum Guide Assessments Increase use of math vocabulary in classroom.	Troy, Ronrica	10/6/2014	Student Data on Inform Interactive journals	5/29/2015 one-time
G4.B9.S1.MA1	Look for student use of math vocabulary in classrooms and interactive journals.	Waggoner, Dawn	10/6/2014	Walk through forms.	5/29/2015 monthly
G4.B2.S2.MA1	Classroom Data	Troy, Ronrica	9/2/2014	Data chat forms	5/22/2015 every-6-weeks
G4.B2.S2.MA1	Classroom observations	Troy, Ronrica	8/29/2014	walk-through notes, formal/informal observations, student work	5/29/2015 one-time
G5.MA1	The Leadership Team will monitor the following: iReady data CGA Data Student Interactive Notebooks Classroom assessments Center Accountability Notebooks Student Data Notebooks Anecdotal Notes	Troy, Ronrica	9/2/2014	Data Chat Form	6/1/2015 biweekly
G5.B2.S1.MA1	Improved performance on Quarterly Curriculum Guide Assessments, iReady assessment data	Troy, Ronrica	9/1/2014	Student data in Performance Matters Student data in iReady	6/1/2015 every-6-weeks
G5.B2.S1.MA1	Use walk-through form and classroom observation forms to determine if gradual release model is being used.	Troy, Ronrica	9/2/2014	Walk-through form Teacher lesson plans Student Work	6/1/2015 daily
G5.B5.S1.MA1	Improved performance on Curriculum Guide Assessments	Troy, Ronrica	9/2/2014	Student data in Performance Matters	3/27/2015 every-6-weeks

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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
G5.B5.S1.MA1	Instruction provided based on Common Core Standards.	Troy, Ronrica	9/22/2014	Lesson Plans with standards documented and observations during walk-throughs	5/29/2015 weekly
G5.B8.S1.MA1	Improved performance on Curriculum Guide Assessments Increase use of math vocabulary in classroom.		Student Data on Inform Interactive journals	once	
G5.B8.S1.MA1	Look for student use of math vocabulary in classrooms and interactive journals.		Walk through forms.	once	
G6.MA1	Exit tickets Classroom assessments Anecdotal Notes	Troy, Ronrica	9/2/2014	Data Chat Form	6/1/2015 weekly
G6.B8.S1.MA1	Improved performance on Curriculum Guide Assessments Increase use of science vocabulary in classroom.	Troy, Ronrica	9/2/2014	Student Data on Inform Interactive journals	6/1/2015 every-6-weeks
G6.B8.S1.MA1	Look for student use of science vocabulary in classrooms and interactive journals.	Troy, Ronrica	9/2/2014	Walk through forms.	6/1/2015 biweekly
G6.B7.S1.MA1	Review student work samples and goal setting	Troy, Ronrica	8/29/2014	Data Dialogue, Student Work Samples	5/29/2015 biweekly
G6.B7.S1.MA1	Review classroom data	Troy, Ronrica	9/29/2014	Data chat forms	5/29/2015 biweekly
G7.MA1	Review of i-Ready reading data, student reading CGA data	Mitchell, Tarsha	9/10/2014	Student assessment data, I-ready data	5/29/2015 monthly
G7.B3.S1.MA1	Review student data to see changes in achievement of students.	Mitchell, Tarsha	9/10/2014	Student CGA Data, i-Ready data	5/29/2015 monthly
G7.B3.S1.MA1	Monitor that Interventionist and ESE teachers are working with students	Mitchell, Tarsha	9/10/2014	Lesson Plans, Student Data	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase the percentage of proficiency (3 or above) on the 2015 State Reading Assessment by 10% or more.

G1.B1 Lack of text complexity

G1.B1.S1 Improve teacher knowledge of complexity and specifications

PD Opportunity 1

Provide selected grade levels and/or teachers with professional development on the complexity and rigor expected by the K-5 LAFS and specifications

Facilitator

District Specialist and Reading Coach

Participants

ELA K-5 Teachers

Schedule

On 9/24/2014

G3. Increase the percentage of proficiency (3.5 or above) on the 2015 State Writing Assessment by 10% or more.

G3.B2 students lack experience with structured writing

G3.B2.S2 Teachers will provide writing instruction based on the Florida Standards

PD Opportunity 1

Teachers will be given professional development on instructional expectations of LAFS writing standards.

Facilitator

District ELA Specialist

Participants

All ELA teachers

Schedule

On 10/10/2014

G4. Increase the percentage of proficiency (3 or above) on 2015 State Math Assessment by 10% or more by implementing differentiating center rotations .

G4.B2 Students entering 3rd grade below grade level

G4.B2.S1 Effective teaching instruction aligned to standards through the gradual release model.

PD Opportunity 1

Provide training and support for math teachers who need intensive gradual release training, center rotations, differentiated instruction.

Facilitator

Math Coach

Participants

Classroom teachers

Schedule

On 10/31/2014

G4.B2.S2 Teachers will participate in professional development on scaffolding math instruction.

PD Opportunity 1

Instructional support from the Math Coach and district specialist through collaborative planning and coaching cycle.

Facilitator

Math Coach, Sharpe, Fay (sharpef@duvalschools.org)

Participants

classroom teachers

Schedule

Biweekly, from 9/15/2014 to 10/31/2014

G4.B5 Classroom instruction doesn't match rigor of assessment

G4.B5.S1 Effective teaching instruction aligned to Florida State Standards.

PD Opportunity 1

Unpack the Math Florida State Standards

Facilitator

Math Coach

Participants

Classroom Teachers Math Coach

Schedule

On 9/26/2014

G4.B9 Low reading levels make it difficult for students to understand the math questions and vocabulary

G4.B9.S1 Teach vocabulary in math

PD Opportunity 1

Provide training to classroom teachers on ways to incorporate higher level math vocabulary in lessons in lower grades.

Facilitator

Math Coach

Participants

Math Coach

Schedule

On 9/29/2014

G5. Increase the percentage of bottom quartile students making gains on the 2015 State Math Assessment by 10% or more by implementing differentiated small group instruction daily.

G5.B2 Students entering 3rd grade below grade level

G5.B2.S1 Effective teaching instruction aligned to standards through the gradual release model.

PD Opportunity 1

Provide/differentiate professional development to teachers through collaborative planning and coaching cycles

Facilitator

Math Coach

Participants

Classroom Teachers

Schedule

Biweekly, from 9/2/2014 to 12/1/2014

G5.B5 Classroom instruction doesn't match rigor of assessment

G5.B5.S1 Effective teaching instruction aligned to Common Core Standards.

PD Opportunity 1

Provide training on Common Core Mathematical practices

Facilitator

Math Coach

Participants

Classroom Teachers

Schedule

PD Opportunity 2

Unpack the Common Core Standards to increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

Facilitator

Math Coach

Participants

Classroom Teachers Math Coach

Schedule

On 10/31/2014

G5.B8 Low reading levels make it difficult for students to understand the math questions and vocabulary

G5.B8.S1 Teach vocabulary in math

PD Opportunity 1

Provide training to classroom teachers on ways to incorporate higher level math vocabulary in lessons in lower grades.

Facilitator

Math Coach

Participants

Math Coach

Schedule

On 10/29/2014

G6. Increase the percentage of proficiency on the 2015 State Science Assessment by 10% or more.

G6.B8 Low reading levels make it difficult for students to understand the science questions and vocabulary

G6.B8.S1 Teach vocabulary in science.

PD Opportunity 1

Provide training to classroom teachers on ways to incorporate higher level science vocabulary in lessons in lower grades.

Facilitator

Instructional Coach

Participants

Classroom teachers

Schedule

Monthly, from 9/2/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0