

S. A. Hull Elementary School



2014-15 School Improvement Plan

S. A. Hull Elementary School

7528 HULL ST, Jacksonville, FL 32219

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
76%

Alternative/ESE Center
No

Charter School
No

Minority
95%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	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
Not In DA	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

To provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement

Every student is inspired and prepared for success in college or a career, and life.

School Environment

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

Upon enrollment each student receives a home language survey which indicates if another language is spoken in the home. This document informs staff of diverse cultures within the school. 11% of the teachers are ESOL endorsed and are knowledgeable of strategies to assist relationship building. Each year the school hosts a multicultural fair which provides opportunities for students of other cultures to share information with the students. Additionally, guest speakers are invited to present customs, foods, games, etc. to the students. The school counselor includes cultural awareness activities in lesson plans and delivers them to the students.

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

The safety of student and staff is a priority between the leadership and staff at S. A. Hull. All outside doors and gates remain locked during the instructional day. Guests must announce themselves before they are admitted into the building and signs are posted stating that anyone entering the building must sign in at the office and receive a visitor's badge. The faculty and staff have been fully trained on all safety procedures related to visitors, fire drills, tornado and hurricane drills, intruders, shelter in place, etc. and practice these safety measures with the students on a monthly basis. The school has a zero tolerance policy against bullying. All infractions are dealt with according to the Student Code of Conduct. The students are informed at the beginning of the year that bullying will not be tolerated. Students are surveyed during the year to provide data on their feelings of safety and being respected. These results assist teachers in addressing any issues that cause students to feel unsafe or disrespected. The guidance counselor delivers lessons on character in her classroom instruction. These lessons lend themselves to teaching and learning about respectful behavior.

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

Foundations and CHAMPS are in place to assist in minimizing distractions to prevent loss of instructional time. The leadership team has a set protocol in place for dealing with behavior issues. These procedures allow the principal and assistant principal to deal with behavior concerns and allow the teacher to remain in the classroom to focused on instruction for the students. The leadership provides training to faculty and staff on the Student Code of Conduct and the expectations for reporting disciplinary issues to the administration.

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

The School ensures that the social-emotional needs of all students are met as a result of the School Counseling program emphasis and mission. The School Counselor mission is to deliver a multi-layered, comprehensive, and accountable school counseling program in which equity, access, and academic success for all students is the focus. Therefore, every child is viewed as a child that can learn and will receive support to ensure his or her success. The School Counseling program at S. A. Hull Elementary ensures that all students have appropriate instruction and help to acquire communication skills, healthy self-images, and appropriate relationships with their peers. The School Counselor provides direct services to students, parents, and teachers, indirect services for assisting students, and provides program planning and support to students by engaging in the following: facilitates Response to Intervention (RtI), ensures referrals for the Duke Scholars program, conducts 504 & ELL plan meetings, LEA for IEP and EP plan meetings, provides vision screenings, conducts gifted screenings, facilitates School Counselor Advisory Committee(SCAC), Attendance Intervention Team facilitator(AIT), sets up Multidisciplinary Referral Team (MRT) meeting agendas, provides classroom guidance lessons, facilitates Red Ribbon week Activities, assists w/VPK data tracking, facilitates ALERT training for children safety, provides group and individual counseling sessions, and collaborates with stake holders such as Learning for Life Inc. and Monique Burr Foundation Child Safety Matters. Also, provides services to parents, and liaison with the community such as attending Oversight Committee monthly meetings at the Ribault Full Service School along with being a Team Up school program teacher.

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

Every effort is made for students to be on time and in attendance each day. Incentives are provided to students periodically throughout the year to keep the children focused on the importance of being in attendance. Daily attendance is monitored closely by the school's attendance clerk. Once a child is tardy or absent more than three times, a phone call is made to determine the reason. If it is determined that there will be issues with a child's attendance, the school's attendance officer is notified and district procedures are implemented.

Students with one or more suspensions are assigned to a mentor with whom they meet weekly. The mentor is any member of the staff, but is someone that the child has a connection to. These "check-ins" are used to assist the student with improving their behavior and reducing the likelihood of additional suspensions.

Any student with course failure or Level 1 status is immediately provided with additional instruction by the classroom teacher or interventionist. These children's progress is monitored and discussed during data reviews.

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	4	1	1	3	1	12
One or more suspensions	1	1	0	4	6	4	16
Course failure in ELA or Math	5	4	0	2	0	0	11
Level 1 on statewide assessment	0	0	0	5	5	8	18

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	1	1	1	1	4

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

Strategies to improve academic performance of students with attendance below 90% include:
 Provide incentives for promptness and incentives for attendance
 Assign a mentor for students with one or more suspensions
 Course Failure in Reading: Tier II Instruction and On-going Progress Monitoring
 Course Failure in Math: Tier II Instruction and On-going Progress Monitoring
 Level 1 Reading: Tier II Instruction and On-going Progress Monitoring
 Level 1 Math: Tier II Instruction and On-going Progress Monitoring

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?

No

PIP Link

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

Description

S. A. Hull will attempt to increase percentage of parents attending parental involvement activities from the "2013-2014" school year to the "2014-2015" school year. Teachers and staff will offer parental involvement events based on results from surveying parents regarding topics of interest and by providing events at varying times so as to accommodate various work schedules.

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

The School Advisory Council helps S. A. Hull secure and sustain business partnerships. Each year the SAC chair reaches out to local businesses and seeks support. Local businesses are invited to all SAC meetings and school events. To ensure reciprocity between the businesses and school, all business

partners are identified on a board in the front hallway so as to inform parents of the support provided to the school.

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
Lott, Angela	Principal
Talbott, Torra	Assistant Principal
Roberts, Margaret	Instructional Coach
Everett, Julie	Guidance Counselor
Carter, Jeffry	Teacher, ESE
Antzaklis, Tracey	Teacher, K-12
Rouse-Mingo, Girleaner	Teacher, K-12
Skinner`, Julie	Teacher, K-12
Decatur, Gwendolyn	Other
Lake, Dama	Psychologist

Duties

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

- Angela Lott, Principal: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.
- Torra Talbott, Assistant Principal: Performs walkthroughs and CAST (collaborative assessment System for Teachers) observations with targeted/ timely feedback on the effectiveness of instruction; communicates with school-based instructional coach and district specialists in order to discuss instructional needs of teachers; participates in common planning/ PLC with emphasis on incorporating best practices, data-based instruction, student engagement and rigor; provides professional development training to teachers; utilizes data to monitor student achievement aligned to performance expectations; participates in data chats with teachers and students; serves as the liaison for science and math; processes referrals according to the “Student Code of Conduct”; communicates with the guidance counselor, ESE teacher, and other behavioral specialists to act as a student advocate and to promote Positive Behavior Support Systems (PBS); responds to constituent concerns in a timely, efficient, and positive manner; develops and monitors school-based Emergency Management Plans and adheres to district protocol for conducting safety drills; serves as the Title I liaison; communicates with stakeholders regarding literacy, assessments, discipline, attendance, and academics; and serves on the leadership, literacy, and RtI committees.
- Margaret Lynch Roberts, Reading Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies;

assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

- Julie Everett, Rtl Facilitator: Participates on Building Leadership Team; acts as liaison for implementation of Rtl at the school level; receives ongoing Rtl 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 Rtl.
- Julie Everett, School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child’s academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
- Tracey Antzaklis, Girleaner Rouse-Mingo, and Julie Skinner- Classroom Teachers: Provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/ interventions; collaborate with other staff to implement Tier 2 and/or Tier 3 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities.
- Jeffry Carter, Special Education Teacher: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- Jeffry Carter, Foundations Team Chair: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
- Jeffry Carter, School Technology Contact: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
- Beverly Gaines, School Psychologist: Participates in collection, interpretation, analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention, planning and program evaluation; facilitates data-based decision making.
- Gwen Decatur, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures and helps identify systemic patterns of student need with respect to language skills.

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 MTSS team meets bi-monthly to review screening data, diagnostic data and progress monitoring data to identify students not meeting academic, attendance, and/or behavioral expectations. After determining that effective Tier 1 Instruction is in place and has not proven effective, the team meets with teachers and begins the problem solving process to establish Tier 2 and/or Tier 3 interventions for students identified as in need . The team reviews the implementation of interventions at weekly common planning grade level meetings and determines if the interventions should be continued,

increased, or terminated. The process is ongoing and fluid. Students are added and released from interventions as needed.

Federal, state, and local funds, services, and programs will be coordinated and integrated in the school.

The district receives Title II supplemental funds for improving basic education programs through purchase of small equipment to supplement education programs and provides equipment to schools as needed. Title III Services are provided through the district for education materials and ELL district support to improve the education of English Language Learners. Supplemental Academic Instruction funds will be coordinated with Title I Funds to provide after school tutoring for students not meeting expectations. S. A. Hull incorporates Violence Prevention Programs Foundations/CHAMPS and a nutrition program Breakfast in the Classroom.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Angela Lott	Principal
Ollie Alexander	Business/Community
Curtrina Brown	Business/Community
Terry Butts	Business/Community
Penny Cooper	Business/Community
Stephanie Crawford	Business/Community
Keyonna Lott	Parent
Margarett Roberts	Teacher
Cheryl Stewart	Business/Community
Eugene Wiggins	Business/Community

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 2013-2014 school improvement plan was evaluated by the School Advisory Council at the September meeting. In reading, 45% of students scored proficient which exceeded the SIP target of 37%. 61% of students demonstrated gains and 71% of the bottom quartile showed growth. In math, the percent of students scoring proficient increased 4 percentage points to 55%. Overall learning gains increased 15 percentage points with 73% of the students making learning gains and 95% of the bottom quartile showing growth. Learning gains in math exceeded the 2014 SIP learning gains targets of 63%. In science, 38% of the students scored proficient which was an increase of 10 percentage points from the 2013 school year. Writing showed a decrease in the percent proficient dropping from 70% in 2013 to 38% in 2014.

Development of this school improvement plan

The School Advisory Council will assist in preparing the School Improvement Plan, the Parent Involvement Plan, and other school-wide reforms. In addition, SAC will participate in reviewing relevant school-wide data, identifying areas in need of improvement, developing improvement

strategies, and monitoring their impact. At scheduled meetings, the council will review the school's progress toward meeting the goals set forth in the School Improvement Plan.

Preparation of the school's annual budget and plan

The school leadership and School Advisory Council began drafting the School Improvement Plan during the September SAC meeting.

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

School Advisory Funds will be used to provide planners for teachers, agendas for students, and beautification of the school.

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

Yes

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
Lott, Angela	Principal
Talbott, Torra	Assistant Principal
Roberts, Margaret	Instructional Coach
Antzaklis, Tracey	Teacher, K-12
Carter, Jeffrey	Teacher, K-12
Skinner`, Julie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will be to deepen content knowledge of the Florida Standards, the FLDOE item specifications, the FLDOE writing rubrics, and DCPS ELA curriculum guides and to disseminate this understanding the teachers.

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

Master schedules have been developed to provide common planning time for each grade level. The principal, assistant principal, and the instructional coach meet with grade level teams during common planning to assist with planning and instruction. The coach facilitates Professional Learning Communities on topics of interest to the different grade level teams. The faculty is participating in a professional book study of "Better Learning Through Structured Teaching" by Douglas Fisher and Nancy Frey on early dismissal training days.

These meetings are planned with the intent of providing support for teachers and developing collegiality among staff.

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

S. A. Hull works in conjunction with the Duval County Public Schools Human Resource Office to maintain a pool of highly qualified, in-field, and effective teachers. When new teachers are assigned to S. A. Hull they are assigned a mentor with whom they work throughout their first year. Additionally, the new teacher meets regularly with the Professional Development Facilitator to ensure successful completion of the MINT program, the Principal to ensure understanding of school and district policies and procedures, and the Instructional Coach for assistance with lesson planning, assessment and instruction, and instructional delivery. The administration of S. A. Hull believes that sufficient support will lend itself to retention of effective beginning teachers.

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

S. A. Hull works in conjunction with the Duval County Public Schools MINT program to provide sufficient support for mentoring new teachers. The school-based Professional Development Facilitator arranges mentors for beginning teachers. Mentors are assigned based on the new teachers grade level assignment and needs. Mentors must be CET trained and must have demonstrated student growth from their teaching.

Mentor Name-Margarett Roberts

Mentee Assigned-Brittany Wivholm

Rationale for Pairing-Mrs. Roberts is the Instructional Coach and has a plethora of instructional strategies designed to assist Ms. Wivholm with the quality of instruction implemented in the classroom. The mentor and mentee are meeting on a weekly basis during common planning. Also, additional instructional support is being provided within the classroom by the mentor. The mentee will have opportunities to visit different classes at the school level and other schools within the district. The mentee will attend a CHAMPS training.

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

To ensure that core instructional programs and materials are aligned to the Florida Standards, teachers use the Duval County Public School Curriculum Guides and the county approved materials to plan and deliver instruction. The principal, assistant principal, and instructional coach provide support at common planning meetings by assisting teachers with unpacking the standards, discussing the vertical alignment of the standards, and looking at student work to determine if the students are working toward meeting the end of the year expectation.

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

Students are given a diagnostic assessment in reading and math from i-Ready, a program developed by Curriculum Associates, to provide instruction at each students' level. Once the diagnostic is administered, teachers receive a report of each students' grade level in math and Lexile level in reading. Teachers base instruction on the levels determined by the assessments. With this program, students work on skills they need assistance with and are re-assessed before moving on to higher level skills. In addition to i-Ready, students also use Achieve 3000. This program is also differentiated based on students reading levels. While all students in a grade level are reading about the same information, the passages are provided on students' Lexile level. Teachers also use Curriculum Guide Assessments and classroom assessments to determine students' progress toward attaining proficiency. The district's data warehouse, Performance Matters, provides teachers with CGA results by overall proficiency levels and standard/benchmark analysis. Teachers use this information to adjust instruction based on students' individual learning needs.

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

Strategy: Extended School Day

Minutes added to school year: 10,000

S. A. Hull's Team Up program provides an additional 60 minutes of academic enrichment for students each day. The Team Up academic staff develops lesson plans and progress monitoring assessments to determine the effectiveness of the program.

Strategy Rationale

Many of the students attending S. A. Hull Elementary are from single family homes with multiple children. The Team Up program provides homework assistance and after school tutoring for students of working parents.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rouse-Mingo, Girleaner, rouseg@duvalschools.org

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

The Academic Lead teacher is responsible for collecting, analyzing, and reporting the effectiveness of instructional strategies. The information is shared with the Team Up teachers at weekly planning meetings.

Strategy: Weekend Program

Minutes added to school year: 2,520

S. A. Hull receives grant funding from the Council for Educational Change to provide Saturday School in January through April of each year.

Strategy Rationale

All Level 1 and Level 2 students are invited to attend Saturday School for remediation on reading, writing, and/or math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Roberts, Margaret, robertsm5@duvalschools.org

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

Teachers provide the staff working the Saturday School Program with lesson plans and activities to implement during these sessions. The results are returned to classroom teachers who analyze the effectiveness of the instruction at weekly common planning meetings.

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

Within the first thirty days of enrollment, kindergarten students are given the Florida Kindergarten Readiness Screening to obtain a reading benchmark. This assessment is comprised of two sub-tests. The data is used to group students for differentiated instruction and obtain strategies for immediate intensive intervention. In addition, students take the i-ready diagnostic in reading and math which provides the teacher with readiness levels for each student. An uninterrupted literacy block is implemented in Kindergarten classrooms to provide instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. At the end of the first grading period, students are reassessed to determine their reading progress. Kindergarten students also complete a baseline mathematics assessment during the first five weeks of school. This assessment assists teachers with identifying students that will require intervention. Ongoing progress monitoring is used to determine effectiveness of instruction and to monitor students' progress.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers model reading strategies in the Gradual Release framework, then students proficiency will increase by 17% to meet the 2015 AMO for reading of 62%.
- G2.** If teachers use the math investigations curriculum to teach math concepts, then students proficiency will increase by 9% to meet the 2015 AMO for math of 64%.
- G3.** If teachers implement the mandated science block, then students proficiency will increase from 38% on the 2014 FCAT Science Assessment to 43% on the 2015 FCAT Science Assessment.

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. If teachers model reading strategies in the Gradual Release framework, then students proficiency will increase by 17% to meet the 2015 AMO for reading of 62%. 1a

G044930

Targets Supported 1b

Indicator	Annual Target
	62.0

Resources Available to Support the Goal 2

- District Literacy Specialists; School Reading Coach; Coaching Cycle; Early Dismissal Training; Gradual Release Model; District Curriculum Guides, District Curriculum Guide Assessments; Achieve 3000; Write To Learn; Common Planning

Targeted Barriers to Achieving the Goal 3

- The students lack comprehension strategies for reading complex text.
- The students lack understanding and application of language conventions.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Angela Lott

Schedule

Quarterly, from 9/18/2014 to 6/10/2015

Evidence of Completion

Evidence will be determined through an improvement in student achievement on CGA's and FSA.

G2. If teachers use the math investigations curriculum to teach math concepts, then students proficiency will increase by 9% to meet the 2015 AMO for math of 64%. 1a

G044931

Targets Supported 1b

Indicator	Annual Target
	64.0

Resources Available to Support the Goal 2

- District math specialists, iReady, Math Investigations, District Curriculum Guides; District Curriculum Guide Assessments

Targeted Barriers to Achieving the Goal 3

- Students lack conceptual understanding of mathematics

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Torra Talbott

Schedule

Quarterly, from 9/18/2014 to 6/10/2015

Evidence of Completion

Evidence will be determined through an improvement in student achievement on CGA's and FSA.

G3. If teachers implement the mandated science block, then students proficiency will increase from 38% on the 2014 FCAT Science Assessment to 43% on the 2015 FCAT Science Assessment. 1a

G044933

Targets Supported 1b

Indicator	Annual Target
	43.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Lack of Fidelity of Instruction across grade levels
- Students lack background knowledge in order to make a connection to the concepts being taught.

Plan to Monitor Progress Toward G3. 8

P-SELL assignments, assessments and CGA assessments will be monitored to determine the effectiveness of this strategy for increasing science proficiency.

Person Responsible

Torra Talbott

Schedule

Monthly, from 9/15/2014 to 6/10/2015

Evidence of Completion

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

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers model reading strategies in the Gradual Release framework, then students proficiency will increase by 17% to meet the 2015 AMO for reading of 62%. **1**

 G044930

G1.B2 The students lack comprehension strategies for reading complex text. **2**

 B110728

G1.B2.S1 Teachers will model reading strategies used to comprehend complex text during the gradual release instructional framework. Scaffolded instruction will be provided to assist students with developing effective comprehension strategies. **4**

 S122164

Strategy Rationale

Modeling will be used to assist students with applying comprehension strategies when reading independently.

Action Step 1 **5**

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

Person Responsible

Margarett Roberts

Schedule

Biweekly, from 9/18/2014 to 6/10/2015

Evidence of Completion

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

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

Classroom walkthroughs will be used to monitor the fidelity of implementation

Person Responsible

Angela Lott

Schedule

Weekly, from 9/10/2014 to 6/10/2015

Evidence of Completion

Evidence will be demonstrated through lesson plans and classroom observations.

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

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

Person Responsible

Angela Lott

Schedule

Quarterly, from 9/10/2014 to 6/10/2015

Evidence of Completion

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

G1.B2.S2 Teachers will implement the gradual release instructional framework providing scaffolded instruction to improve students ability at comprehending complex text. 4

 S122165

Strategy Rationale

Scaffolded instruction will assist students with understanding complex text.

Action Step 1 5

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

Person Responsible

Margarett Roberts

Schedule

Biweekly, from 9/10/2014 to 6/10/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

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

Person Responsible

Angela Lott

Schedule

Weekly, from 9/10/2014 to 6/10/2015

Evidence of Completion

Evidence will be demonstrated through lesson plans and walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

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

Person Responsible

Angela Lott

Schedule

Weekly, from 9/10/2014 to 6/10/2015

Evidence of Completion

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

G1.B2.S3 Teachers will participate in a professional book study of the text, Better Learning through Structured Teaching by Douglas Fisher and Nancy Frey. 4

 S122166

Strategy Rationale

Deepening teachers understanding of the Gradual Release framework will improve instructional delivery.

Action Step 1 5

The teachers will participate in a professional book study on Gradual Release.

Person Responsible

Margarett Roberts

Schedule

Biweekly, from 9/10/2014 to 5/6/2015

Evidence of Completion

Teacher registration on the ERO and completion of a Gradual Release lesson plan will be used as evidence of participation.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Implementation of reading strategies to improve comprehension of complex texts.

Person Responsible

Margarett Roberts

Schedule

Biweekly, from 9/18/2014 to 6/10/2015

Evidence of Completion

Implementation of comprehension strategies in classrooms will serve as evidence of completion.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Implementation of reading strategies to improve comprehension of complex texts.

Person Responsible

Margarett Roberts

Schedule

Biweekly, from 9/18/2014 to 6/10/2015

Evidence of Completion


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

G1.B3 The students lack understanding and application of language conventions. 2

 B114167

G1.B3.S2 Teachers will use the LAFS writing rubrics to inform instruction and evaluate students work.

4

 S125746

Strategy Rationale

Due to low proficiency on the FCAT Writing assessment rubrics will be used to increase proficiency on the Spring FSA writing component.

Action Step 1 5

Teachers will model the appropriate use of language conventions across the content areas.

Person Responsible

Torra Talbott

Schedule

Weekly, from 9/18/2014 to 6/10/2015

Evidence of Completion

The evidence will be determined through walkthrough documents with feedback to the teachers.

Action Step 2 5

Teachers will model the appropriate use of language conventions across the content areas.

Person Responsible

Torra Talbott

Schedule

Weekly, from 9/18/2014 to 6/10/2015

Evidence of Completion

The evidence will be determined through walkthrough documents with feedback to the teachers.

Action Step 3 5

Teachers will model the appropriate use of language conventions across the content areas.

Person Responsible

Torra Talbott

Schedule

Weekly, from 9/18/2014 to 6/10/2015

Evidence of Completion

The evidence will be determined through walkthrough documents with feedback to the teachers.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Walkthrough and Informal Observations

Person Responsible

Torra Talbott

Schedule

Weekly, from 9/10/2014 to 6/10/2015

Evidence of Completion

Classroom artifacts and teacher learning charts will provide evidence that teacher modeling is occurring during the instructional process.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Walkthrough and Informal Observations

Person Responsible

Angela Lott

Schedule

Weekly, from 9/18/2014 to 6/10/2015

Evidence of Completion

Classroom artifacts and teacher learning charts will provide evidence that teacher modeling is occurring during the instructional process.

G2. If teachers use the math investigations curriculum to teach math concepts, then students proficiency will increase by 9% to meet the 2015 AMO for math of 64%. 1

G044931

G2.B2 Students lack conceptual understanding of mathematics 2

B110731

G2.B2.S1 Teachers will implement with fidelity the curriculum guide using math investigations, which is designed to teach math concepts. 4

S125957

Strategy Rationale

By using math investigations, we will increase students conceptual understanding.

Action Step 1 5

The District Math Specialist will provide professional development to all math teachers to increase their understanding of how to teach math concepts.

Person Responsible

Torra Talbott

Schedule

Biweekly, from 9/18/2014 to 6/10/2015

Evidence of Completion

The evidence will be provided through sign-in sheets and logs.

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

Walkthroughs will be used to monitor the use of math investigations.

Person Responsible

Torra Talbott

Schedule

Weekly, from 9/18/2014 to 6/10/2015

Evidence of Completion

Walkthrough documents with feedback to teachers will be used as evidence for fidelity of implementation.

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

Walkthroughs will be used to monitor the use of math investigations.

Person Responsible

Torra Talbott


Schedule

Weekly, from 9/18/2014 to 6/10/2015


Evidence of Completion

Walkthrough documents with feedback to teachers will be used as evidence for fidelity of implementation.

G3. If teachers implement the mandated science block, then students proficiency will increase from 38% on the 2014 FCAT Science Assessment to 43% on the 2015 FCAT Science Assessment. 1

 G044933

G3.B1 Lack of Fidelity of Instruction across grade levels 2

 B110736

G3.B1.S1 Teachers in grades K through five will implement the district mandated science block. Lesson plans will be developed using the district curriculum guides to ensure appropriate pacing of instruction.

4

 S122174

Strategy Rationale

Action Step 1 5

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

Person Responsible

Torra Talbott

Schedule

Weekly, from 9/18/2014 to 6/10/2015

Evidence of Completion

Lesson plans and observations will provide evidence of daily instruction.

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

Fidelity of science instruction.

Person Responsible

Torra Talbott

Schedule

Weekly, from 9/18/2014 to 6/10/2015

Evidence of Completion

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

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

Fidelity of science instruction.

Person Responsible

Torra Talbott

Schedule

Weekly, from 9/18/2014 to 6/10/2015

Evidence of Completion

Evidence will be demonstrated by lesson plans and improvement in student achievement on Science Curriculum Guide Assessments and the 2015 FCAT Science Assessment.

G3.B2 Students lack background knowledge in order to make a connection to the concepts being taught.

2

 B110737

G3.B2.S1 The fifth grade students will follow the P-SELL curriculum, which is aligned to the NGSSS (Next Generation Sunshine State Standards). 4

 S126327

Strategy Rationale

The alignment of the curriculum will prepare students for the 2014-2015 FCAT Science assessment.

Action Step 1 5

The P-SELL curriculum will be implemented with fifth grade students.

Person Responsible

Melissa Younge

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence of implementation will be demonstrated through teacher lesson plans and student work.

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

Lesson plans and observation of the science block will be monitored for implementation fidelity.

Person Responsible

Torra Talbott

Schedule

Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Lesson plans, walkthrough documents, teacher feedback forms

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

Lesson plans and observation of the science block will be monitored for implementation fidelity.

Person Responsible

Torra Talbott

Schedule

Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Lesson plans, walkthrough documents, teacher feedback forms

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Reading coach will work with teachers to develop lessons that include modeling of comprehension strategies. Coach will model in classrooms and provide follow up coaching. Coach will develop and deliver professional development on comprehension strategies.	Roberts, Margaret	9/18/2014	Effective strategy instruction, lesson plans, and student performance will serve as evidence.	6/10/2015 biweekly
G1.B2.S2.A1	Reading coach will work with teachers to develop lessons that follow the gradual release framework. Coach will model framework and provide follow up training.	Roberts, Margaret	9/10/2014	Evidence of strategy will be demonstrated in lesson plans and instructional delivery.	6/10/2015 biweekly
G1.B2.S3.A1	The teachers will participate in a professional book study on Gradual Release.	Roberts, Margaret	9/10/2014	Teacher registration on the ERO and completion of a Gradual Release lesson plan will be used as evidence of participation.	5/6/2015 biweekly
G3.B1.S1.A1	Science instruction will be delivered as mandated in district master schedule. Lesson plans will be developed and implemented per the use of the science curriculum guides to ensure appropriately paced instruction.	Talbott, Torra	9/18/2014	Lesson plans and observations will provide evidence of daily instruction.	6/10/2015 weekly
G1.B3.S2.A1	Teachers will model the appropriate use of language conventions across the content areas.	Talbott, Torra	9/18/2014	The evidence will be determined through walkthrough documents with feedback to the teachers.	6/10/2015 weekly
G2.B2.S1.A1	The District Math Specialist will provide professional development to all math teachers to increase their understanding of how to teach math concepts.	Talbott, Torra	9/18/2014	The evidence will be provided through sign-in sheets and logs.	6/10/2015 biweekly
G3.B2.S1.A1	The P-SELL curriculum will be implemented with fifth grade students.	Younge, Melissa	8/18/2014	Evidence of implementation will be demonstrated through teacher lesson plans and student work.	6/5/2015 daily
G1.B3.S2.A2	Teachers will model the appropriate use of language conventions across the content areas.	Talbott, Torra	9/18/2014	The evidence will be determined through walkthrough documents with feedback to the teachers.	6/10/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.A3	Teachers will model the appropriate use of language conventions across the content areas.	Talbott, Torra	9/18/2014	The evidence will be determined through walkthrough documents with feedback to the teachers.	6/10/2015 weekly
G1.MA1	Curriculum Guide Assessments and classroom assessments will be used to monitor students progress toward meeting AMO.	Lott, Angela	9/18/2014	Evidence will be determined through an improvement in student achievement on CGA's and FSA.	6/10/2015 quarterly
G1.B2.S1.MA1	Student performance on Curriculum Guide Assessments and classroom assessments will be used to monitor the effectiveness.	Lott, Angela	9/10/2014	Modeling of comprehension strategies will be evident. Improvement in student reading comprehension will be used to determine the effectiveness of the strategies.	6/10/2015 quarterly
G1.B2.S1.MA1	Classroom walkthroughs will be used to monitor the fidelity of implementation	Lott, Angela	9/10/2014	Evidence will be demonstrated through lesson plans and classroom observations.	6/10/2015 weekly
G1.B2.S2.MA1	Lesson plans, walkthroughs and observations will be used to monitor the effectiveness of instruction using the gradual release instructional framework.	Lott, Angela	9/10/2014	Evidence will be demonstrated through lesson plans, implementation of "I Do", "We Do", "You Do" framework and use of center rotations.	6/10/2015 weekly
G1.B2.S2.MA1	Strategies will be monitored for fidelity of implementation through walkthroughs of teachers using the gradual release instructional framework.	Lott, Angela	9/10/2014	Evidence will be demonstrated through lesson plans and walkthroughs.	6/10/2015 weekly
G1.B3.S2.MA1	Walkthrough and Informal Observations	Lott, Angela	9/18/2014	Classroom artifacts and teacher learning charts will provide evidence that teacher modeling is occurring during the instructional process.	6/10/2015 weekly
G1.B3.S2.MA1	Walkthrough and Informal Observations	Talbott, Torra	9/10/2014	Classroom artifacts and teacher learning charts will provide evidence that teacher modeling is occurring during the instructional process.	6/10/2015 weekly
G1.B2.S3.MA1	Implementation of reading strategies to improve comprehension of complex texts.	Roberts, Margaret	9/18/2014	Evidence will be demonstrated through teacher lesson plans, classroom walkthroughs, and an improvement in students' reading comprehension.	6/10/2015 biweekly
G1.B2.S3.MA1	Implementation of reading strategies to improve comprehension of complex texts.	Roberts, Margaret	9/18/2014	Implementation of comprehension strategies in classrooms will serve as evidence of completion.	6/10/2015 biweekly
G2.MA1	Curriculum Guide Assessments and classroom assessments will be used to monitor students progress toward meeting the AMO target.	Talbott, Torra	9/18/2014	Evidence will be determined through an improvement in student achievement on CGA's and FSA.	6/10/2015 quarterly
G2.B2.S1.MA1	Walkthroughs will be used to monitor the use of math investigations.	Talbott, Torra	9/18/2014	Walkthrough documents with feedback to teachers will be used as evidence for fidelity of implementation.	6/10/2015 weekly
G2.B2.S1.MA1	Walkthroughs will be used to monitor the use of math investigations.	Talbott, Torra	9/18/2014	Walkthrough documents with feedback to teachers will be used as evidence for fidelity of implementation.	6/10/2015 weekly
G3.MA1	P-SELL assignments, assessments and CGA assessments will be monitored to determine the effectiveness of this strategy for increasing science proficiency.	Talbott, Torra	9/15/2014	An increase in student performance on Curriculum Guide Assessments, classroom assessments, and the FCAT will be used as evidence.	6/10/2015 monthly
G3.B1.S1.MA1	Fidelity of science instruction.	Talbott, Torra	9/18/2014	Evidence will be demonstrated by lesson plans and improvement in student achievement on Science Curriculum Guide Assessments and the 2015 FCAT Science Assessment.	6/10/2015 weekly
G3.B1.S1.MA1	Fidelity of science instruction.	Talbott, Torra	9/18/2014	Evidence of science instruction will be demonstrated through lesson plans and observations.	6/10/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	Lesson plans and observation of the science block will be monitored for implementation fidelity.	Talbott, Torra	8/18/2014	Lesson plans, walkthrough documents, teacher feedback forms	6/10/2015 weekly
G3.B2.S1.MA1	Lesson plans and observation of the science block will be monitored for implementation fidelity.	Talbott, Torra	8/18/2014	Lesson plans, walkthrough documents, teacher feedback forms	6/10/2015 weekly

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. If teachers model reading strategies in the Gradual Release framework, then students proficiency will increase by 17% to meet the 2015 AMO for reading of 62%.

G1.B2 The students lack comprehension strategies for reading complex text.

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

PD Opportunity 1

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

Facilitator

Ashley Moore, K-2 District Literacy Specialist
Melissa Warner, 3-5 District Literacy Specialist
Margarett Roberts, School ELA Coach

Participants

K-5 ELA Teachers

Schedule

Biweekly, from 9/18/2014 to 6/10/2015

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

PD Opportunity 1

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

Facilitator

Ashley Moore, K-2 District Literacy Specialist
Melissa Warner, 3-5 District Literacy Specialist
Margarett Roberts, School ELA Coach

Participants

K-5 ELA Teachers

Schedule

Biweekly, from 9/10/2014 to 6/10/2015

G1.B2.S3 Teachers will participate in a professional book study of the text, Better Learning through Structured Teaching by Douglas Fisher and Nancy Frey.

PD Opportunity 1

The teachers will participate in a professional book study on Gradual Release.

Facilitator

Margarett Roberts School Instructional Coach

Participants

Kindergarten through fifth grade all teachers.

Schedule

Biweekly, from 9/10/2014 to 5/6/2015

G1.B3 The students lack understanding and application of language conventions.

G1.B3.S2 Teachers will use the LAFS writing rubrics to inform instruction and evaluate students work.

PD Opportunity 1

Teachers will model the appropriate use of language conventions across the content areas.

Facilitator

Melissa Warner, 3-5 District Literacy Specialist Margarett Roberts, Reading Coach

Participants

All k-5 teachers

Schedule

Weekly, from 9/18/2014 to 6/10/2015

PD Opportunity 2

Teachers will model the appropriate use of language conventions across the content areas.

Facilitator

Melissa Warner, 3-5 District Literacy Specialist Margarett Roberts, Reading Coach

Participants

All k-5 teachers

Schedule

Weekly, from 9/18/2014 to 6/10/2015

PD Opportunity 3

Teachers will model the appropriate use of language conventions across the content areas.

Facilitator

Melissa Warner, 3-5 District Literacy Specialist Margaret Roberts, Reading Coach

Participants

All k-5 teachers

Schedule

Weekly, from 9/18/2014 to 6/10/2015

G2. If teachers use the math investigations curriculum to teach math concepts, then students proficiency will increase by 9% to meet the 2015 AMO for math of 64%.

G2.B2 Students lack conceptual understanding of mathematics

G2.B2.S1 Teachers will implement with fidelity the curriculum guide using math investigations, which is designed to teach math concepts.

PD Opportunity 1

The District Math Specialist will provide professional development to all math teachers to increase their understanding of how to teach math concepts.

Facilitator

Darren Smith, District Math Specialist

Participants

k-5 Math Teachers

Schedule

Biweekly, from 9/18/2014 to 6/10/2015

G3. If teachers implement the mandated science block, then students proficiency will increase from 38% on the 2014 FCAT Science Assessment to 43% on the 2015 FCAT Science Assessment.

G3.B1 Lack of Fidelity of Instruction across grade levels

G3.B1.S1 Teachers in grades K through five will implement the district mandated science block. Lesson plans will be developed using the district curriculum guides to ensure appropriate pacing of instruction.

PD Opportunity 1

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

Facilitator

Lora Meade District Science Specialist

Participants

K-5 Science Teachers

Schedule

Weekly, from 9/18/2014 to 6/10/2015

G3.B2 Students lack background knowledge in order to make a connection to the concepts being taught.

G3.B2.S1 The fifth grade students will follow the P-SELL curriculum, which is aligned to the NGSSS (Next Generation Sunshine State Standards).

PD Opportunity 1

The P-SELL curriculum will be implemented with fifth grade students.

Facilitator

Lora Meade, District Science Specialist

Participants

All K-5 Science Teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

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