

Duval County Public Schools

John Love Elementary School



2016-17 Schoolwide Improvement Plan

John Love Elementary School

1531 WINTHROP ST, Jacksonville, FL 32206

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-2	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority and Template

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

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for John Love Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Educating Greatness in EVERY Class, EVERY Student, EVERY Day!

b. Provide the school's vision statement.

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

2. School Environment

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

Teacher, student and parent interactions begin prior to students entering the building. Relationships begin with a personal phone call from the teacher's introducing themselves. Followed by a personal postcard welcoming them to school and announcing the Meet the Teacher Day. During the Meet the Teacher parents and students walk through the building, drop off supplies and connect with the other facets of the school such as Food Service, Guidance, etc. After the first two weeks of school we continue to bring together teachers and families at an Open House in which they hear about the student/home expectations and what John Love's mission is for their student(s). Throughout the year there are many opportunities for parent/teacher conferencing and Family Fun Nights. This year, to help our faculty, students and community embrace the change to an Early Learning Center, we held a Meet the Principal at a local community center. This meeting included the upper school because of our family connections.

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

Our open door policy holds true for faculty, staff, students and parents. It is communicated that concerns can be reported via phone, email, letter or in person regarding an issues regarding safety. 2015-2016 Climate survey indicated 76% of those felt the Principal makes every effort to provide a safe working environment.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

We utilize a Positive Behavior Management system that is led by a clip chart system for all students. We use an interactive web-based component to track it called HERO. This system allows each child to start their day in a positive light and work their way up to Outstanding. It is also used to warn students of the inappropriate behaviors that distract them or others from learning. Recovery is a term we used to describe what a student may have to do in order to make a change in their current behavior status. We believe every child should have the opportunity and ability to recover from poor choices throughout the day. Teacher's have a Tiered system to reporting behavior in Level 1, 2 and 3 format. At the beginning of the year we reviewed both the Code of Conduct manual specifically designed for Elementary along side our infraction sheets. We discussed where behaviors would fall and appropriate interventions that need to be developed and implemented if necessary. In addition, frequent behavioral issues can be referred to the RTI team. This year we added a Behavior

Interventionist who will work with small groups on various character traits and social behaviors. We purchased a school-wide program called Character Counts to implement with our Morning Meetings. In addition, the curriculum has aligned Learning For Life character lessons throughout the Core Reading curriculum.

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

Students shown to display a social-emotional need as reported by faculty, staff and/or parents is referred to our guidance counselor for further review. If necessary, interventions are put into place and full service referrals are initiated for additional assistance. We have quarterly lesson led by the Guidance Counselor and Behavior Interventionist to support social growth and development. In addition, we have added a Character Counts lesson in conjunction with a morning meeting for whole class.

3. Early Warning Systems

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

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

Previous Retentions (Over-age)
Below level scores on District Assessments
Diagnostic results below grade level
Frequent Tardiness
High number of discipline referrals

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	1	2	0	0	0	0	0	0	0	3	

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

Providing RTI for those students receiving Level 1, one or more suspensions and failure of course work in ELA and/or Math.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Our goal is to have more parents attend our informational nights to support student achievement.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

We solicit help by our community businesses to enhance the experience our students, purchase academic supplies and support with school items such as supplies. We ask our neighboring businesses and community members to become mentors to support our students that lack motivation. We invite our local businesses to come in and talk with the students regarding careers.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Johnson, Niketah	Principal
Stafford, Latonya	Instructional Coach
Boyd, Andrea	Assistant Principal
Goben, Ronald	Teacher, K-12
Quarterman, Jacqueline	Teacher, ESE
Smith, Darlynthia	Instructional Coach
Williams, Violet	Teacher, K-12
Garland, Evelyn	Teacher, K-12

b. Duties

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

Administrators monitor the implementation of instructional practices, delivery of curriculum, analyzes assessment data, identifies appropriate interventions (academic, behavioral, social/emotional) for student success and staff development.

Academic coaches provide support for academic instruction based on student data, teacher need and

observed instructional practices.

Teacher Leaders participate collaboratively for improved instructional practices.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Teachers analyze data (formal or informal) for student achievement. If a student is not performing at a proficient level then the teacher will provide an opportunity to reteach. If mastery is not reached the student will be referred to the RTI team for collaborative recommendations of Tier 2 interventions that will be frequently monitored and reviewed. If additional assistance is needed the student will be moved into the Tier 3 category with alternate instruction that is more intensive. We will review and monitor students progress with the interventions and if no progress is made student will be referred to MRT team.

Johh Love Elementary school will utilize the funding provided by Title 1 in the way of personnel to support reaching our academic success goals. We will hire and support classes with paraprofessionals, tutors, and a Voluntary Prekindergarten teacher. The VPK teachers will assist in building foundational literacy and mathematics skills to ensure they meet and/or exceed Kindergarten readiness skills. Our paraprofessional and tutors will support the class for small group instruction and one-on-one support for students as defined by tiered levels of support. In addition some funds will be utilized to provide academically rich and engaging real-world experiences for students to develop background knowledge or connect to learned content.

Students will be provided scheduled individual intervention/enrichment opportunities by way of a research based computer program a minimum of 3 times a week. Their weekly schedule will include a designated time for a hands-on lab opportunity to take place inside of a full equipped Science Lab room.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Niketa Johnson	Principal
Monet Mason	Parent
Stephanie Sanders	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Evaluation of last year's school improvement plan
Development of this school improvement plan
Preparation of the school's annual budget and plan

b. Development of this school improvement plan

*c. Preparation of the school's annual budget and plan***2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

Money will be budgeted for items to increase school safety such as operational walkie talkies.

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

No

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

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Johnson, Niketah	Principal
Stafford, Latonya	Instructional Coach
Garland, Evelyn	Teacher, K-12

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

Increasing student achievement in all areas is the major initiative. Implementing the Gradual Release Model in all content areas is another initiative school-wide. Provide a Parent Night to emphasize the 5 components of reading and create games/activities to take home to practice with their parents. Promote the 25 book challenge for all students.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.**

Principal Johnson is primarily responsible for recruiting teachers. Administration and coaches assist with retaining teachers through providing mentorship opportunities, professional development, and supporting the district MINT program. This year teachers were offered additional incentives for recruitment, retention and performance at QEA schools, which John Love falls into.

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

John Love and district support personnel help novice teachers through the MINT program which provides an in-school mentor teacher that exemplifies high levels of student achievement. These highly qualified teachers that have received either an Effective or Highly Effective evaluation provide formative feedback and collaborative coaching as identified. As a part of the program they participate in on-going collaborative meetings with mentors, academic coaches and administration. Teachers have opportunities

to participate in focused peer walks and direct modeling of instruction and classroom techniques. PDF monthly MINT learning sessions that focus on identified areas of need.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

b. Instructional Strategies

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

Teachers are provided baseline and/or diagnostic data from IReady Reading, IReady Math, Achieve 3000, DAR and teacher made assessments. The data is analyzed by the teacher, Instructional Coaches, and Administration. Following the analysis instruction is adjusted to meet the needs as evidenced by data. In addition teachers provided more one-to-one instruction during small groups in Reading and Math. The allotted time for small group instruction is given using a research based program. John Love also participates in an extended hour of Reading instruction in which students are provided additional skill-based instructions based on student need.

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

Strategy: Extended School Day

Minutes added to school year: 10,200

Teachers will offer additional reading practices that are more targeted to student deficiencies in the area of reading.

Strategy Rationale

Reading deficits were identified in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension. Lesson were designed to specifically target the areas utilizing nonfiction reading material in Grades 3-5 and fiction text in Grades K-2.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Johnson, Niketah, johnsonn3@duvalschools.org

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

Progress monitoring is done weekly on the focused strategy/skill that was taught. Every 3 weeks the data is monitored to inform instruction and grouping of students to meet the needs of all learners.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

We have a Voluntary Pre-Kindergarten class housed in our building. Through our Title 1 funds we have secured a certified teacher (Prek - 3) to provide high quality instruction to adequately prepare students for the rigorous expectations in Kindergarten. The program will implement all school-wide instructional strategies to better prepare the students for Kindergarten.

b. College and Career Readiness

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers Key predictive skills and abilities include oral language, alphabetic code, and print knowledge/ concepts.
- G2.** If faculty and staff address the emotional and behavioral needs of students then this will create a safe environment for learning.

Strategic Goals Detail

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

G1. If teachers Key predictive skills and abilities include oral language, alphabetic code, and print knowledge/ concepts. **1a**

 G084243

Targets Supported **1b**

Indicator	Annual Target
Literacy Rate - Kindergarten	
Math Achievement District Assessment	
Literacy Rate - Grade 1	
Math Achievement District Assessment	
Literacy Rate - Grade 2	
Math Achievement District Assessment	

Targeted Barriers to Achieving the Goal **3**

- 2. Students have limited knowledge of vocabulary or the strategies needed to comprehend complex text independently.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- 1. Classroom teachers
- 2. Administrators and school/district based coaches
- 3.I-Ready Reading and Math
- 4. Comprehension Toolkit
- 5. DUVAL READS (DCPS) Curriculum Guides
- 6. District assessments (IReady Diagnostics, CGA's and DAR)
- 7. Interactive word walls
- 8. Rigorous and differentiated work stations
- 9. Novel studies, CCRP – Comprehensive Core Reading Program
- 10. Close reading strategies
- 11. FSA Test Item Specs
- 12. Achieve 3000
- 13. Professional Development Resource Room
- 14. iReady tools for Instruction
- 15. DAR TTS
- 16. K-5 Reading Interventionist
- 17. LakeShore Learning Materials
- 18. IRLA

Plan to Monitor Progress Toward G1. 8

Monitor District module assessments
Standards Based Assessments
Monitor DAR administration and data collection
FSA Assessments ELA/Math
FCAT 2.0 Science

Person Responsible

Niketa Johnson

Schedule

Monthly, from 9/24/2015 to 5/26/2016

Evidence of Completion

Students increase in reading, writing, math, and science proficiency Increase in proficiency of at least 10% in 3rd-5th grade (25%-35%) Growth in student scores from previous year

G2. If faculty and staff address the emotional and behavioral needs of students then this will create a safe environment for learning. 1a

G084244

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	85.0
Discipline incidents	10.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher training on behavior interventions
- Lack of student knowledge with conflict resolution
- Lack of parental involvement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior Intervention Support (PBIS)
- Small Group Counseling
- Mentorship Opportunities
- School-wide Character Building
-

Plan to Monitor Progress Toward G2. 8

Level 2 and 3 infraction numbers for each student receiving group services.

Person Responsible

Niketa Johnson

Schedule

Every 6 Weeks, from 11/24/2014 to 5/29/2015

Evidence of Completion

RTI meeting notes Leadership meeting notes Behavior charts Charted student incidents Additional Referrals

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 Key predictive skills and abilities include oral language, alphabetic code, and print knowledge/ concepts. **1**

 **G084243**

G1.B2 2. Students have limited knowledge of vocabulary or the strategies needed to comprehend complex text independently. **2**

 **B223840**

G1.B2.S1 All teachers will implement vocabulary lessons from Duval Reads/Expeditionary Learning/ Duval Math with fidelity. **4**

 **S236196**

Strategy Rationale

Increase student vocabulary and reading proficiency

Action Step 1 **5**

Participate in Common planning.

Person Responsible

Niketah Johnson

Schedule

Monthly, from 9/24/2015 to 5/26/2016

Evidence of Completion

Lesson plans Common Planning Agenda Student work Coaching Cycle notes

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

Review submission of Common Planning Form #5, meet with Academic/District Coaches, and classroom walkthroughs.

Person Responsible

Schedule

Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Lesson Plans Student portfolios Common Planning Agenda PLC Agenda Admin/Coaches Meeting minutes Class walkthrough forms/feedback

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

Lesson Plans
Classroom Walkthroughs
Data Chats
Student Portfolios
District FSA Assessments/Module Assessments
Common Planning Meeting

Person Responsible

Niketa Johnson

Schedule

Monthly, from 9/24/2015 to 5/26/2016

Evidence of Completion

District FSA Assessments Student Portfolios/work Module Entrance and Exit Tickets K-2 i-ready Reading 3-5 Achieve 3000/IReady DAR Barton

G1.B2.S2 Teachers will effectively use resources to differentiate instruction to help students achieve mastery of the standards based on their needs. 4

S236197

Strategy Rationale

Meet the needs of all students

Action Step 1 5

Participate in common planning

Person Responsible

Niketa Johnson

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans Common Planning Agenda Student work samples Data chat forms/anecdotal notes Coaching Cycle notes

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

Participate in professional development on how to differentiate instruction to meet the needs of all students through common planning as well as analyzing data to determine groups based on students needs. Integrate differentiated activities into daily instruction to ensure comprehension and mastery of standards or skills and student ownership of their learning.

Person Responsible

Niketa Johnson

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans Student portfolios District writing prompts Common Planning Agenda

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

Lesson Plans
Classroom Walkthroughs
Data Chats
Student Portfolios
District FSA administration
Common Planning Meeting

Person Responsible

Niketa Johnson

Schedule

On 6/2/2017

Evidence of Completion

District FSA Assessments Student Portfolios K-2 i-ready Reading Assessments 3-5 Achieve 3000

G2. If faculty and staff address the emotional and behavioral needs of students then this will create a safe environment for learning. 1

 G084244

G2.B1 Lack of teacher training on behavior interventions 2

 B223849

G2.B1.S1 Provide teacher support during RTI 4

 S236199

Strategy Rationale

Teachers will be equipped with additional intervention strategies to promote successful behavior

Action Step 1 5

Participate in Behavioral Strategies training

Person Responsible

Tara Blaylock

Schedule

On 4/20/2016

Evidence of Completion

Rtl folders, intervention documentation

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

Teacher Support during RTI

Person Responsible

Niketa Johnson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

RtI Documentation of Tier 2 and 3 interventions

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

Teacher Support during RTI

Person Responsible

Niketa Johnson

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Class observations, agenda and observations of district MRT meetings with faculty and staff

G2.B2 Lack of student knowledge with conflict resolution 2

 B223850

G2.B2.S1 Implement small group counseling sessions 4

 S236200

Strategy Rationale

If students are provided with coping strategies they will be able to handle difficult situations.

Action Step 1 5

Targeted students will receive weekly counseling sessions by school counselor.

Person Responsible

Tara Blaylock

Schedule

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

Evidence of Completion

Level 2 and 3 infraction documentation counts on students that are involved in the small groups.

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

Progress will be communicated via bi-weekly RTI Meetings and weekly Leadership meeting.

Person Responsible

Niketa Johnson

Schedule

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

Evidence of Completion

Student infraction reports RTI meeting minutes Leadership meeting minutes

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

Progress monitoring sheets will be submitted by weekly. Student behavior charts will be reviewed bi-weekly.

Person Responsible

Niketah Johnson

Schedule

Biweekly, from 9/29/2015 to 5/29/2016

Evidence of Completion

RTI meeting notes Observation Leadership meeting notes Charted Infraction incident numbers by child Behavior charts

G2.B2.S2 Implement a mentor program within the school building involving staff and outside resources.

4

 S236201

Strategy Rationale

If you build strong positive relationships with the students, they can apply those positive behaviors to their own life in and out of the classroom.

Action Step 1 5

The effectiveness of the mentoring program would be evaluate by data received from surveys and interviews.

Person Responsible

Schedule

On 9/29/2016

Evidence of Completion

Mentees' reports of their grades, behavior and psychological functioning; Teachers' reports of mentees' classroom behavior; Mentors' reports of their well-being; and Parent-child relationships

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

Person Responsible

Schedule

Evidence of Completion

The effectiveness of the mentoring program would be evaluated by data received from surveys and interviews.

G2.B2.S3 Support positive interactions of students through the use of the HERO behavior tracking system. 4

 S236202

Strategy Rationale

If students get rewarded for positive behavior, then they will learn to resolve conflicts in a more positive way.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

In conjunction with CHAMPS, HERO will help minimize classroom disruptions and reinforce positive behaviors.

Person Responsible

Schedule

On 5/30/2016

Evidence of Completion

Restorative Justice numbers; Referral Numbers; Monitoring monthly behavior data

G2.B3 Lack of parental involvement 2

 B223851

G2.B3.S1 Continue parent and community events such as math and literacy night, father daughter dance, and mother son luncheon. Look to implement more opportunities for parents to get involved. 4

 S236203

Strategy Rationale

Parental involvement can give the student a positive view on school.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Person Responsible






Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B3.S1.MA1 M310422	[no content entered]		No Start Date		No End Date one-time
G2.B3.S1.MA1 M310423	[no content entered]		No Start Date		No End Date one-time
G2.B3.S1.A1 A304691	[no content entered]		No Start Date		No End Date one-time
G2.B2.S2.MA1 M310419	[no content entered]		No Start Date	The effectiveness of the mentoring program would be evaluated by data received from surveys and interviews.	No End Date one-time
G2.B2.S3.MA1 M310421	[no content entered]		No Start Date		No End Date one-time
G2.B2.S3.A1 A304690	[no content entered]		No Start Date		No End Date one-time
G2.MA1 M310426	Level 2 and 3 infraction numbers for each student receiving group services.	Johnson, Niketah	11/24/2014	RTI meeting notes Leadership meeting notes Behavior charts Charted student incidents Additional Referrals	5/29/2015 every-6-weeks
G2.B2.S1.MA1 M310418	Progress will be communicated via bi-weekly RTI Meetings and weekly Leadership meeting.	Johnson, Niketah	9/29/2014	Student infraction reports RTI meeting minutes Leadership meeting minutes	5/29/2015 weekly
G2.B2.S1.A1 A304688	Targeted students will receive weekly counseling sessions by school counselor.	Blaylock, Tara	9/29/2014	Level 2 and 3 infraction documentation counts on students that are involved in the small groups.	5/29/2015 weekly
G2.B1.S1.A1 A304687	Participate in Behavioral Strategies training	Blaylock, Tara	4/20/2016	Rtl folders, intervention documentation	4/20/2016 one-time
G1.MA1 M310414	Monitor District module assessments Standards Based Assessments Monitor DAR administration and...	Johnson, Niketah	9/24/2015	Students increase in reading, writing, math, and science proficiency Increase in proficiency of at least 10% in 3rd-5th grade (25%-35%) Growth in student scores from previous year	5/26/2016 monthly
G1.B2.S1.MA1 M310408	Lesson Plans Classroom Walkthroughs Data Chats Student Portfolios District FSA...	Johnson, Niketah	9/24/2015	District FSA Assessments Student Portfolios/work Module Entrance and Exit Tickets K-2 i-ready Reading 3-5 Achieve 3000/IReady DAR Barton	5/26/2016 monthly
G1.B2.S1.A1 A304684	Participate in Common planning.	Johnson, Niketah	9/24/2015	Lesson plans Common Planning Agenda Student work Coaching Cycle notes	5/26/2016 monthly
G2.B2.S1.MA1 M310417	Progress monitoring sheets will be submitted by weekly. Student behavior charts will be reviewed...	Johnson, Niketah	9/29/2015	RTI meeting notes Observation Leadership meeting notes Charted Infraction incident numbers by child Behavior charts	5/29/2016 biweekly
G2.B2.S3.MA1 M310420	In conjunction with CHAMPS, HERO will help minimize classroom disruptions and reinforce positive...		9/28/2015	Restorative Justice numbers; Referral Numbers; Monitoring monthly behavior data	5/30/2016 one-time
G1.B2.S1.MA1 M310409	Review submission of Common Planning Form #5, meet with Academic/District Coaches, and classroom...		9/8/2015	Lesson Plans Student portfolios Common Planning Agenda PLC Agenda Admin/Coaches Meeting minutes Class walkthrough forms/ feedback	6/10/2016 weekly
G2.B2.S2.A1 A304689	The effectiveness of the mentoring program would be evaluate by data received from surveys and...		9/29/2015	Mentees' reports of their grades, behavior and psychological functioning; Teachers' reports of mentees' classroom behavior; Mentors' reports of their well-being; and Parent-child relationships	9/29/2016 one-time

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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
G2.B1.S1.MA1  M310415	Teacher Support during RTI	Johnson, Niketah	8/15/2016	Class observations, agenda and observations of district MRT meetings with faculty and staff	6/2/2017 monthly
G2.B1.S1.MA1  M310416	Teacher Support during RTI	Johnson, Niketah	8/15/2016	RtI Documentation of Tier 2 and 3 interventions	6/2/2017 quarterly
G1.B2.S2.MA1  M310410	Lesson Plans Classroom Walkthroughs Data Chats Student Portfolios District FSA...	Johnson, Niketah	8/15/2016	District FSA Assessments Student Portfolios K-2 i-ready Reading Assessments 3-5 Achieve 3000	6/2/2017 one-time
G1.B2.S2.MA1  M310411	Participate in professional development on how to differentiate instruction to meet the needs of...	Johnson, Niketah	8/15/2016	Lesson Plans Student portfolios District writing prompts Common Planning Agenda	6/2/2017 biweekly
G1.B2.S2.A1  A304685	Participate in common planning	Johnson, Niketah	8/15/2016	Lesson plans Common Planning Agenda Student work samples Data chat forms/anecdotal notes Coaching Cycle notes	6/2/2017 biweekly

V. Professional Development Opportunities

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

G2. If faculty and staff address the emotional and behavioral needs of students then this will create a safe environment for learning.

G2.B1 Lack of teacher training on behavior interventions

G2.B1.S1 Provide teacher support during RTI

PD Opportunity 1

Participate in Behavioral Strategies training

Facilitator

Professional Trainers

Participants

Blaylock, Johnson

Schedule

On 4/20/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Participate in Common planning.				\$0.00
2	G1.B2.S2.A1	Participate in common planning				\$0.00
3	G2.B1.S1.A1	Participate in Behavioral Strategies training				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0731 - John Love Elementary School	School Improvement Funds		\$500.00
			Notes: Notes			
4	G2.B2.S1.A1	Targeted students will receive weekly counseling sessions by school counselor.				\$0.00
5	G2.B2.S2.A1	The effectiveness of the mentoring program would be evaluate by data received from surveys and interviews.				\$0.00
6	G2.B2.S3.A1					\$0.00
7	G2.B3.S1.A1					\$0.00
Total:						\$500.00