

Duval County Public Schools

John Love Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	97%

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for 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 face to face introduction on 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. In addition we stay connected through newsletters, daily folders that go home, and phone apps that help us stay connected.

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. Parent concerns can be reported via phone, email, letter or in person regarding an issues regarding safety. 2016-2017 Climate survey indicated 80% of those felt their child's school was a safe place for learning.

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 Class Dojo. This system allows each child the ability to recognize often for performing expected duties and going above and beyond. 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 are 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 Social Worker 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Previous Retentions (Over-age)
Below level scores on District Assessments (IReady)
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	1	1	0	0	0	0	0	0	0	0	0	0	2
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	3	0	1	0	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
2 or More Levels Below Reading	0	9	25	0	0	0	0	0	0	0	0	0	0	34
2 or More Levels Below Math	0	13	22	0	0	0	0	0	0	0	0	0	0	35

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

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

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/502623>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

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
Harmond, Ranesha	School Counselor
Lind, Jennifer	Teacher, ESE

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.

John 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, and tutors as needed. 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
Niketah Johnson	Principal
Timothy Sloan	Business/Community
Caprisha Parker	Education Support Employee
Brooks, Michaels	Parent
Patten, Deborah	Education Support Employee
Fleming, Samantha	Parent
Caitlyn Brown	Teacher

b. Duties

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

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

a. Evaluation of last year's school improvement plan

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.

Yes

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

We are trying to recruit members to be apart of the SAC committee.

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 research based phonics program SAC in combination with the Duval Reads Core Curriculum that is directly aligned to the Common Core Standards. Provide a Parent Night to emphasize the 5 components of reading and create games/activities to take home to practice with their parents. Providing students with book giveaways at Family Night events. Various teachers incorporate the Pizza Hut Book It! Club in their classroom. Promote the 25 book challenge for all students.

D. Public and Collaborative Teaching

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

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

To encourage positive working relationships this year our staff is utilizing the book 5 Languages of Appreciation in the Workplace as a whole group Bookstudy. As a staff we will become better at recognizing one another to build a better morale. Administration has/and will provide opportunities for team building during faculty meetings, professional development, PLC's and Common planning. In addition we have set aside weekly scheduled PLC's on Tuesdays for 45 minutes and weekly Common Planning for 90 minutes.

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

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

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

Principal Johnson is primarily responsible for recruiting teachers. Administration and coaches assist with retaining teachers through providing mentorship opportunities, professional development, and supporting the newly enhanced Teacher Development Induction Program. Teacher leaders assist administration with interviewing and providing their own experiences working at John Love.

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 Teacher Induction 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 Teacher Induction learning sessions that focus on identified areas of need. As new teachers develop their IPDP's then Administration will provide suggested training opportunities or school personnel to assist with the development.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

Teachers are provided baseline and/or diagnostic data from IReady Reading, IReady Math, 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. In addition, blended learning opportunities are infused into our afterschool program on site.

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

Strategy: After School Program

Minutes added to school year: 10,200

Teachers will offer additional blended learning opportunities (iReady, Maxscholar, C8 Activate).

Strategy Rationale

Reading deficits were identified in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

We have a two blended Headstart/VPK classes housed in our building. Through our Title 1 funds we have secured a certified teachers (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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers implement effective strategies that will aid deficits within the foundational realm to include oral language, alphabetic code, and print knowledge/ concepts then students will make progress towards proficiency.
- 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 implement effective strategies that will aid deficits within the foundational realm to include oral language, alphabetic code, and print knowledge/ concepts then students will make progress towards proficiency. **1a**

 G094471

Targets Supported **1b**

Indicator	Annual Target
Literacy Rate - Kindergarten	100.0
Math Achievement District Assessment	100.0
Literacy Rate - Grade 1	100.0
Math Achievement District Assessment	100.0
Literacy Rate - Grade 2	100.0
Math Achievement District Assessment	100.0

Targeted Barriers to Achieving the Goal **3**

- 2. Students have limited knowledge alphabetic principles.

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. DUVAL READS (DCPS) Curriculum Guides
- 5. District assessments (iReady Diagnostics, DAR)
- 6. Interactive word walls
- 7. Rigorous and differentiated work stations
- 8. Professional Development Resource Room
- 9. iReady tools for Instruction
- 10. DAR TTS
- 11. K-2 Reading Interventionist
- 12. LakeShore Learning Materials
- 13. IRLA
- 14. Saxon Phonics Program
- 15. Training on Effective Arts Integration Implementation

Plan to Monitor Progress Toward G1. 8

Monitor District module assessments
Standards Based Assessments
Monitor DAR administration and data collection
IReady ELA/Math

Person Responsible

Niketa Johnson

Schedule

Monthly, from 9/7/2017 to 5/31/2018

Evidence of Completion

Students increase in reading and math proficiency 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

G094472

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	30.0
School Climate Survey - Parent	90.0

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
- School wide Training No Nonsense Nurturer

Plan to Monitor Progress Toward G2. 8

Referral data will be collected.

Person Responsible

Niketa Johnson

Schedule

On 6/1/2018

Evidence of Completion

Based on the teachers usages we will analyze behavior referral data to identify the increase/decrease of students negative behaviors.

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 implement effective strategies that will aid deficits within the foundational realm to include oral language, alphabetic code, and print knowledge/ concepts then students will make progress towards proficiency. **1**

 G094471

G1.B2 2. Students have limited knowledge alphabetic principles. **2**

 B253745

G1.B2.S1 All teachers will implement the Saxon Phonics Program with fidelity. **4**

 S268024

Strategy Rationale

Increase student phonemic awareness and phonics

Action Step 1 **5**

Participate in Common planning.

Person Responsible

Niketa Johnson

Schedule

Monthly, from 8/24/2017 to 5/31/2018

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

Niketa Johnson

Schedule

Weekly, from 9/7/2017 to 5/31/2018

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
IReady Assessment
Common Planning Meeting

Person Responsible

Niketa Johnson


Schedule

Monthly, from 9/28/2017 to 9/28/2018

Evidence of Completion

District FSA Assessments Student Portfolios/work Module Entrance and Exit Tickets K-2 I-ready Reading DAR Barton

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

 S268025

Strategy Rationale

Meet the needs of all students

Action Step 1 5

Participate in common planning

Person Responsible

Niketa Johnson

Schedule

Biweekly, from 8/24/2017 to 5/31/2018

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 8/24/2017 to 5/31/2018

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 5/31/2018

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

 G094472

G2.B1 Lack of teacher training on behavior interventions 2

 B253749

G2.B1.S1 Provide teacher support during RTI 4

 S268027

Strategy Rationale

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

Action Step 1 5

Participate No Nonsense Nurture Training

Person Responsible

Niketa Johnson

Schedule

Triannually, from 8/29/2017 to 6/1/2018

Evidence of Completion

Training Sign in Sheets

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

Teacher Support during RTI

Person Responsible

Niketa Johnson

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Rtl 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 8/14/2017 to 6/1/2018


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

 B253750

G2.B2.S1 Implement small group counseling sessions 4

 S268028

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

Ranesha Harmond

Schedule

Weekly, from 9/5/2017 to 5/31/2018

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

Niketah Johnson

Schedule

Weekly, from 9/5/2017 to 5/31/2018

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

Niketa Johnson

Schedule

Biweekly, from 9/5/2017 to 5/31/2018

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

 S268029

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

A targeted list of students that meet a certain criteria will be divided amongst the staff to be mentored on a weekly basis.

Person Responsible

Kisya Johnson

Schedule

Weekly, from 9/11/2017 to 6/1/2018

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

Each faculty and staff member will be assigned a student. G

Person Responsible

Ranesha Harmond

Schedule

Weekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

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

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

Each faculty and staff member will be document weekly meetings with their student (s).

Person Responsible

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Data sheets will be collected.

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

S268030

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

Teachers will provide students with points using the system when having positive interactions.

Person Responsible

Evelyn Garland

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

The have teacher usage reports.

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

Teachers will turn in points every 4 weeks and students will be given incentives based on range goals.

Person Responsible

Evelyn Garland

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Based on the teachers usages we will analyze if students are earning points and students are gaining incentives.

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

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

Person Responsible

Evelyn Garland

Schedule

On 5/31/2018

Evidence of Completion

Restorative Justice numbers; Referral Numbers; Monitoring monthly behavior data. Based on the teachers usages we will analyze behavior referral data to identify the increase/decrease of students negative behaviors.

G2.B3 Lack of parental involvement 2

 B253751

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

 S268031

Strategy Rationale

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

Action Step 1 5

Establish a parent survey of events they would like to attend at school

Person Responsible

Ranesha Harmond

Schedule

On 9/21/2017

Evidence of Completion

A survey collection of parents while in attendance at the PTA Meeting.

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

A review of the survey and advertisement of the event for parents to come and engage

Person Responsible

Niketa Johnson

Schedule

Weekly, from 9/5/2017 to 9/22/2017

Evidence of Completion

Phone logs of calls sent out, flyers asking parents to attend.

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

Assess the sign in sheet for attendance and have an exit ticket for parents

Person Responsible

Latonya Stafford

Schedule








On 9/21/2017

Evidence of Completion

The exit tickets will provide information of how the parents were notified of the event and survey of what can be done at school.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B3.S1.MA1 M380973	Assess the sign in sheet for attendance and have an exit ticket for parents	Stafford, Latonya	9/21/2017	The exit tickets will provide information of how the parents were notified of the event and survey of what can be done at school.	9/21/2017 one-time
G2.B3.S1.A1 A356668	Establish a parent survey of events they would like to attend at school	Harmond, Raneshia	9/21/2017	A survey collection of parents while in attendance at the PTA Meeting.	9/21/2017 one-time
G2.B3.S1.MA1 M380974	A review of the survey and advertisement of the event for parents to come and engage	Johnson, Niketah	9/5/2017	Phone logs of calls sent out, flyers asking parents to attend.	9/22/2017 weekly
G1.MA1 M380964	Monitor District module assessments Standards Based Assessments Monitor DAR administration and...	Johnson, Niketah	9/7/2017	Students increase in reading and math proficiency Growth in student scores from previous year	5/31/2018 monthly
G1.B2.S1.MA1 M380959	Review submission of Common Planning Form #5, meet with Academic/ District Coaches, and classroom...	Johnson, Niketah	9/7/2017	Lesson Plans Student portfolios Common Planning Agenda PLC Agenda Admin/Coaches Meeting minutes Class walkthrough forms/ feedback	5/31/2018 weekly
G1.B2.S1.A1 A356661	Participate in Common planning.	Johnson, Niketah	8/24/2017	Lesson plans Common Planning Agenda Student work Coaching Cycle notes	5/31/2018 monthly
G2.B2.S1.MA1 M380967	Progress monitoring sheets will be submitted by weekly. Student behavior charts will be reviewed...	Johnson, Niketah	9/5/2017	RTI meeting notes Observation Leadership meeting notes Charted Infraction incident numbers by child Behavior charts	5/31/2018 biweekly
G2.B2.S1.MA1 M380968	Progress will be communicated via bi-weekly RTI Meetings and weekly Leadership meeting.	Johnson, Niketah	9/5/2017	Student infraction reports RTI meeting minutes Leadership meeting minutes	5/31/2018 weekly
G2.B2.S1.A1 A356665	Targeted students will receive weekly counseling sessions by school counselor.	Harmond, Raneshia	9/5/2017	Level 2 and 3 infraction documentation counts on students that are involved in the small groups.	5/31/2018 weekly
G1.B2.S2.MA1 M380960	Lesson Plans Classroom Walkthroughs Data Chats Student Portfolios District FSA...	Johnson, Niketah	8/24/2017	District FSA Assessments Student Portfolios K-2 i-ready Reading Assessments 3-5 Achieve 3000	5/31/2018 one-time
G1.B2.S2.MA1 M380961	Participate in professional development on how to differentiate instruction to meet the needs of...	Johnson, Niketah	8/24/2017	Lesson Plans Student portfolios District writing prompts Common Planning Agenda	5/31/2018 biweekly
G1.B2.S2.A1 A356662	Participate in common planning	Johnson, Niketah	8/24/2017	Lesson plans Common Planning Agenda Student work samples Data chat forms/anecdotal notes Coaching Cycle notes	5/31/2018 biweekly
G2.B2.S3.MA1 M380971	In conjunction with CHAMPS, Class Dojo will help minimize classroom disruptions and reinforce...	Garland, Evelyn	9/5/2017	Restorative Justice numbers; Referral Numbers; Monitoring monthly behavior data. Based on the teachers usages we will analyze behavior referral data to identify the increase/decrease of students negative behaviors.	5/31/2018 one-time
G2.MA1 M380977	Referral data will be collected.	Johnson, Niketah	8/21/2017	Based on the teachers usages we will analyze behavior referral data to identify the increase/decrease of students negative behaviors.	6/1/2018 one-time
G2.B1.S1.MA1 M380965	Teacher Support during RTI	Johnson, Niketah	8/14/2017	Class observations, agenda and observations of district MRT meetings with faculty and staff	6/1/2018 monthly
G2.B1.S1.MA1 M380966	Teacher Support during RTI	Johnson, Niketah	8/14/2017	RtI Documentation of Tier 2 and 3 interventions	6/1/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1  A356664	Participate No Nonsense Nurture Training	Johnson, Niketah	8/29/2017	Training Sign in Sheets	6/1/2018 triannually
G2.B2.S2.MA1  M380969	Each faculty and staff member will be document weekly meetings with their student (s).		9/5/2017	Data sheets will be collected.	6/1/2018 quarterly
G2.B2.S2.MA1  M380970	Each faculty and staff member will be assigned a student. G	Harmond, Ranesha	9/5/2017	The effectiveness of the mentoring program would be evaluated by data received from surveys and interviews.	6/1/2018 weekly
G2.B2.S2.A1  A356666	A targeted list of students that meet a certain criteria will be divided amongst the staff to be...	Johnson, Kisyah	9/11/2017	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	6/1/2018 weekly
G2.B2.S3.MA1  M380972	Teachers will turn in points every 4 weeks and students will be given incentives based on range...	Garland, Evelyn	8/14/2017	Based on the teachers usages we will analyze if students are earning points and students are gaining incentives.	6/1/2018 biweekly
G2.B2.S3.A1  A356667	Teachers will provide students with points using the system when having positive interactions.	Garland, Evelyn	8/14/2017	The have teacher usage reports.	6/1/2018 daily
G1.B2.S1.MA1  M380958	Lesson Plans Classroom Walkthroughs Data Chats Student Portfolios IReady Assessment Common...	Johnson, Niketah	9/28/2017	District FSA Assessments Student Portfolios/work Module Entrance and Exit Tickets K-2 I-ready Reading DAR Barton	9/28/2018 monthly

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 No Nonsense Nurture Training

Facilitator

Professional Trainers

Participants

All Teachers and Staff

Schedule

Triannually, from 8/29/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.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 No Nonsense Nurture Training				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			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	A targeted list of students that meet a certain criteria will be divided amongst the staff to be mentored on a weekly basis.				\$0.00
6	G2.B2.S3.A1	Teachers will provide students with points using the system when having positive interactions.				\$0.00
7	G2.B3.S1.A1	Establish a parent survey of events they would like to attend at school				\$0.00
Total:						\$500.00