

Duval County Public Schools

John Love Elementary School



2019-20 Schoolwide Improvement Plan

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John Love Elementary School

1531 WINTHROP ST, Jacksonville, FL 32206

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

Demographics

Principal: Sylvia Embry

Start Date for this Principal: 7/30/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Closed: 2020-06-30 |
| School Type and Grades Served (per MSID File) | Elementary School KG-2 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | No |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 0% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | |
| School Grades History | 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: F (21%) 2014-15: F (31%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | N/A |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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

School Demographics

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

School Grades History

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

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Encourage a nurturing environment, with consistent communication while creating a solid foundation that challenges students to do their best. Educating Greatness in EVERY Class, EVERY Student, EVERY Day!

Provide the school's vision statement.

Our vision is to LOVE, educate and enrich students in partnership with their families. Helping them become critical thinkers and life-long learners.

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|-------------------|---------------------|---|
| Embry, Sylvia | Principal | Responsibilities include providing strategic direction in the school by effectively evaluating instruction and assisting teachers as they worked to improve their instructional techniques. It also includes monitoring student achievement, encouraging parent involvement, revising policies and procedures to help the school run more efficiently, administering the budget, hiring and evaluating staff and overseeing facilities. |
| Clark, Natasha | Assistant Principal | Responsibilities include meeting with parents to discuss student behavioral or learning problems. Responding to disciplinary issues. Coordinating use of school facilities for day-to-day activities and special events. Working with teachers to develop curriculum standards. |
| Stafford, Latonya | Instructional Coach | Responsibilities include co-planning units of study, participating in co/team teaching, modeling lessons, encouraging reflective practices, assisting with small group instruction, helping with assessments, co-creating classroom management techniques which support instruction. The Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions and develop action plans in response to determined student needs. |
| Lind, Jennifer | Teacher, ESE | Responsibilities include adapting general education lessons and teaching various subjects to students with disabilities by working alongside a general education teacher in an inclusion classroom. Also, maintains accurate special education records and information to include scheduling and attending conferences, monitoring Individualized Educational Plans for accuracy and compliance while providing assistance to administration and staff in the development of positive behavior support plans, functional assessments and behavior manifestations. |

Early Warning Systems**Current Year****The number of students by grade level that exhibit each early warning indicator listed:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 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 with two or more early warning indicators:

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

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

FTE units allocated to school (total number of teacher units)**Date this data was collected or last updated**

Tuesday 7/23/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Attendance below 90 percent | | | | | | | | | | | | | | |
| One or more suspensions | | | | | | | | | | | | | | |
| Course failure in ELA or Math | | | | | | | | | | | | | | |
| Level 1 on statewide assessment | | | | | | | | | | | | | | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Students with two or more indicators | | | | | | | | | | | | | | |

Prior Year - Updated**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 | 46 | 55 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 161 |
| One or more suspensions | 0 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Course failure in ELA or Math | 7 | 11 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Level 1 on statewide assessment | 18 | 68 | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 146 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 25 | 71 | 58 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 154 |

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 0% | 50% | 57% | 0% | 49% | 55% |
| ELA Learning Gains | 0% | 56% | 58% | 0% | 56% | 57% |
| ELA Lowest 25th Percentile | 0% | 50% | 53% | 0% | 54% | 52% |
| Math Achievement | 0% | 62% | 63% | 0% | 62% | 61% |
| Math Learning Gains | 0% | 63% | 62% | 0% | 63% | 61% |
| Math Lowest 25th Percentile | 0% | 52% | 51% | 0% | 54% | 51% |
| Science Achievement | 0% | 48% | 53% | 0% | 50% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | Total |
|---------------------------------|-----------------------------------|-------|-------|-------|
| | K | 1 | 2 | |
| Number of students enrolled | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Attendance below 90 percent | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| One or more suspensions | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 0 (0) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| MATH | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 9 | 57 | 69 | 35 | 71 | 60 | 25 | | | | |
| BLK | 20 | 53 | 67 | 52 | 81 | 63 | 22 | | | | |
| FRL | 20 | 53 | 67 | 49 | 80 | 67 | 21 | | | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 9 | 57 | 69 | 35 | 71 | 60 | 25 | | | | |
| BLK | 20 | 53 | 67 | 52 | 81 | 63 | 22 | | | | |
| FRL | 20 | 53 | 67 | 49 | 80 | 67 | 21 | | | | |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 9 | 57 | 69 | 35 | 71 | 60 | 25 | | | | |
| BLK | 20 | 53 | 67 | 52 | 81 | 63 | 22 | | | | |
| FRL | 20 | 53 | 67 | 49 | 80 | 67 | 21 | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 51 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 357 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100% |

| Subgroup Data | |
|--|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 47 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 51 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |

| Pacific Islander Students | |
|--|-----|
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 51 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Since our school is only Kindergarten through 2nd grade. Our lowest area of performance was in Reading Proficiency based on iReady Data. Contributing factors are multiple teachers with < 5 years experience teaching content, inconsistent implementation of small group- differentiated instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Achievement showed a drop of 9% percentage points from 2017-2018. The primary factors related to this decline was inexperienced teachers in 2nd grade. Of the 2nd grade teachers, one had a single year of experience teaching 2nd grade reading, and the other teacher was also in the military reserves and went on extended military leave.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our lowest area of performance was in Reading Proficiency. This cell has been trending as our lowest performing since 2015-16. Contributing factors are multiple teachers with < 5 years experience teaching content, inconsistent implementation of small group- differentiated instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

Our Math Proficiency showed the greatest gains from the previous year. The school continued a departmentalized structure in 2nd grade, which allowed our

teachers to continue to build the experience and effective cooperative learning structures and mastery using the Acaletics program.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Or area of concern is SWD. While our Math showed strong improvement, our achievement in Reading Proficiency was only 13%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Reading Proficiency
2. Math Proficiency
3. SWD
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

| #1 | |
|---|--|
| Title | Reading Proficiency |
| Rationale | All students will be able to master grade level standards in reading foundational skills while developing fluency, deep comprehension, and a large working vocabulary. Students will learn to read accurately, through word recognition, decoding, and word analysis skills. They will be able to understand what they read and, as a result, enjoy reading. |
| State the measurable outcome the school plans to achieve | <p>Kindergarten students will be able to understand print concepts, phonological awareness, phonics and word recognition, and fluency by mastering the core LAFS foundational reading standards. 70% of the students will demonstrate mastery of these standards on the final iReady Reading Diagnostic and be able to read emergent-reader texts with purpose and understanding.</p> <p>1st grade students will be able to read with sufficient accuracy and fluency to support comprehension while mastering grade level standards in reading. 65% of students will demonstrate competence in these standards on the final iReady Reading Diagnostic and obtaining proficient scores on the final Reading Mastery Assessments.</p> <p>2nd grade students will be able to apply phonics and word analysis skills in decoding words to read and comprehend grade-level text and master the LAFS core reading standards. 65% of students will demonstrate competence in these standards on the final iReady Reading Diagnostic and Reading Mastery Assessments.</p> |
| Person responsible for monitoring outcome | Sylvia Embry (embrys@duvalschools.org) |
| Evidence-based Strategy | Teachers will use direct instruction through the Reading Mastery Signature Edition curriculum, which is an evidence-based program that fosters quality explicit instruction. Teachers will review and analyze data sets from iReady and Reading Mastery to determine how to plan differentiated lessons based on continuous diagnostic assessments. Students will apply decoding, fluency, & comprehension skills while reading and writing in differentiated reading centers. |
| Rationale for Evidence-based Strategy | This strategy was chosen because the curriculum provides teachers with opportunities for purposeful planning with a clear objective. It outlines what they are to model and teach clearly to give students guided practice with clear feedback and scaffolding. It also allows students independent practice with continuous assessment for teachers to use to reteach as necessary. The sequence of instruction ensures key skills are mastered and it encourages active student involvement. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Use progress monitoring data to inform instruction 2. Plan small-group instruction with active engagement to enhance foundational reading skills 3. Implement guided reading so students can apply skills and strategies while reading text with teacher feedback 4. 5. |
| Person Responsible | Latonya Stafford (staffordl@duvalschools.org) |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The faculty and staff will ensure that proper and timely notices of school meetings and functions are provided to parent/guardians every month. Announcements will be delivered up to 2 weeks in advance via paper flyer, school messenger (phone and email), school connects (new this year), school marquee and via classroom teacher notification (Class Dojo). All notices are also posted on a information board in the front office.

d an Annual Title 1 Meeting within the first 30 days of school. This will be an opportunity to inform parents about Title 1 and the plan for its use this school year. We will use an district guided powerpoint and/or brochures to assist in communicating the needs of the students. Parents will receive information regarding curriculum at Open House and throughout the year in monthly newsletters.

Teachers will review curriculum expectations, assessment tools and achievement levels appropriate to their grade level. In addition, reports will be shared after the BOY and MOY assessment windows. All stakeholders will be invited to participate in PTA and SAC committees to gain their feedback on the schools' programs and progress. In addition, parents will be invited to volunteer opportunities. There will be a form available and emailed out for those interested in serving on PTA, SAC or Volunteering. The school will offer flexible parent and family meeting times, bus passes and childcare will be made available to make participation more convenient for all stakeholders.

PFEP Link

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

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

The school ensures the social-emotional needs of all students are being met through morning meetings using the Sanford Harmony curriculum in every classroom. Teachers form positive bonds with students by asking them to share their interests and demonstrate compassion for others through a series of activities that encourage teamwork and collaboration. Classrooms become supportive spaces in which students can engage in academically and socially productive ways.

Every classroom has a calming area where students can decompress when they feel stressed. Students are allowed to sit in the calming area for quite time or individual reflection. This is a space that students can visit when they feel escalated to take a moment to pause and reset.

The school counselor does frequent check-ins with students and offers a "lunch bunch" with certain groups to foster friendships and help students feel a healthy sense of belonging. She also conducts anger management sessions, anti-bullying lessons and team building collaborative sessions in classrooms to foster a supportive environment.

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

The school based Pre-K program conducts a Kindergarten classroom visitation during the 4th grading period of the school year. The Pre-Kindergarten teacher will work with the students throughout the year developing reading, social, and independency skills. At John Love Elementary School, all incoming Kindergarten students are assessed prior to, or upon entering Kindergarten in order to ascertain individual and group intervention programs. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Data will be used to plan daily academic and social/emotional instruction for all students, groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, re-teaching and positive reinforcement of pro-social behavior. Screening tests will be re-administered mid-year and at the end of the year to determine student learning gains in order to decide if there is a need for changes to the instructional/ intervention programs. Outgoing cohorts of students are supported by visiting their next school and learning about the courses that are available. Additionally, the counselor is shared at the intermediate school Long Branch Elementary and coordinates schools visit to present information to students regarding the opportunities ahead of them.

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.

In order to meet the needs of all students and maximize desired student outcomes, John Love utilizes federal, state and local funds to employ additional resource personnel, purchase curriculum, and train teachers in best practices. The Reading Coach provides professional development, co-teach, and pull small

groups for reading intervention. She attends district trainings on a monthly basis to keep abreast of current best practices and disseminate the information to the leadership team, faculty and staff.

In order to support teachers in differentiating instruction for their students, the following personnel are employed: reading coaches, paraprofessionals and a social worker. Additionally, our Staffing Specialist and ESE teacher provide guidance to homeroom teachers

regarding best practices for increasing achievement for our Students with Disabilities who participate in mainstream education. In order to accelerate growth in reading, comprehensive and supplemental intervention programs as well as educational technology that is aligned to the Florida Standards is purchased. The CRT maintains an inventory of these programs.

The Reading Coach and teachers plan collaboratively and create focus calendars during the summer to align the instruction to the Florida Standards. Previous test scores and current diagnostic tests are used to ensure students are placed in the best learning environment to meet their learning needs. Parent workshops are provided to educate parents on how they can best support their children at home.

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

In order to create a college and career readiness awareness at John Love Elementary, the school has reached out to several businesses and community organizations to become part of our Partners in Education. Through

this partnership, business and organizations are involved and participate in our academic nights and other school events. Several professionals visit our classrooms and educate our students about the importance of having a career and going to college.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| | | | |
|--------|--------|-------------------------------------|--------|
| 1 | III.A. | Areas of Focus: Reading Proficiency | \$0.00 |
| Total: | | | \$0.00 |