

# John Love Elementary School



2014-15 School Improvement Plan

## John Love Elementary School

1531 WINTHROP ST, Jacksonville, FL 32206

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

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

89%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

91%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

D

C

B

F

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>14</b>
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	18
<b>Appendix 1: Implementation Timeline</b>	<b>22</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>23</b>
Professional Development Opportunities	24
Technical Assistance Items	25
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

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

#### School Environment

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

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 and staff really connect with the community we did a community bus tour in which our faculty and staff drove the neighborhoods that service our students.

##### **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. 2013-2014 FAME survey indicated 70% of those felt the Principal makes every effort to provide a safe working environment.

##### **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 PreK-2nd and 3rd-5th an interactive web-based component. 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.



**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.

**Early Warning Systems**

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

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

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

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

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

Indicator	Grade Level			Total
	K	4	5	
Attendance below 90 percent	0	1	0	1
One or more suspensions	0	0	0	
Course failure in ELA or Math	4	4	0	8
Level 1 on statewide assessment	0	9	10	19

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

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

**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.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

### **PIP Link**

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

### **Description**

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

**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.

## **Effective Leadership**

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

### **School Leadership Team**

#### **Membership**

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

<b>Name</b>	<b>Title</b>
Brown, Shateena	Principal
Johnson, Niketah	Assistant Principal
Goben, Ronald	Teacher, K-12
Peavy, LaQuanda	Teacher, PreK
Stafford, Latonya	Instructional Coach
Layne, Timothy	Instructional Coach

#### **Duties**

***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.

***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, 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.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Shateena Brown	Principal
Tonya Smith	Parent
Monet Mason	Parent

#### Duties

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

*Evaluation of last year's school improvement plan*

Evaluation of last year's school improvement plan

Development of this school improvement plan

Preparation of the school's annual budget and plan

*Development of this school improvement plan*

*Preparation of the school's annual budget and plan*

***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.

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

No

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

### Literacy Leadership Team (LLT)

### Membership

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

Name	Title
Brown, Shateena	Principal
Johnson, Niketah	Assistant Principal
Stafford, Latonya	Instructional Coach

### Duties

#### ***Describe how the LLT promotes literacy within the school***

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.

### Public and Collaborative Teaching

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

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

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

Principal Brown 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.

#### **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.

### Ambitious Instruction and Learning

#### **Instructional Programs and Strategies**

##### **Instructional Strategies**

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

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

**Strategy: 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**

Brown, Shateena, browns1@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.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

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.

**College and Career Readiness**

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

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

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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step    S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase student comprehension of rigorous complex text through effective differentiated instruction.
- G2.** To create a safe environment for learning by addressing the emotional and behavioral needs of students.
- G3.**
- G4.**

## Strategic Goals Detail

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

**G1. Increase student comprehension of rigorous complex text through effective differentiated instruction.**

1a

 G041766

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	55.0
Math Gains	50.0
Math Lowest 25% Gains	60.0
AMO Reading - All Students	44.0
ELA/Reading Gains	56.0
ELA/Reading Lowest 25% Gains	56.0
FCAT 2.0 Science Proficiency	45.0

**Resources Available to Support the Goal** 2

- 1. Classroom teachers
- 2. Administrators and school/district based coaches
- 3. I-Ready Reading and Math
- 4. Comprehension Toolkit
- 5. 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. Write To Learn
- 14. Professional Development Resource Room

**Targeted Barriers to Achieving the Goal** 3

- 1. Lack of understanding of how to implement rigorous and differentiated work stations.
- 12. Lack of student engagement to learning.

**Plan to Monitor Progress Toward G1. 8**

Monitor District reading CGA administrations and data collection  
Monitor DAR administration and data collection  
FCAT 2.0 Reading Data

**Person Responsible**

**Schedule**

**Evidence of Completion**

Students increase in reading proficiency Increase in proficiency of at least 10% in 3rd-5th grade (25%-35%)

**G2. To create a safe environment for learning by addressing the emotional and behavioral needs of students. 1a**

 G041767

**Targets Supported 1b**

Indicator	Annual Target
Discipline incidents	10.0

**Resources Available to Support the Goal 2**

- Positive Behavior Intervention Support (PBIS)
- Small Group Counseling
- Mentorship Opportunities
- School wide Character Building (7 Habits)
- 

**Targeted Barriers to Achieving the Goal 3**

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

**Plan to Monitor Progress Toward G2. 8**

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

**Person Responsible**

Shateena Brown

**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



**G3.** 1a

**Targets Supported** 1b

 G041768

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

.

**Targeted Barriers to Achieving the Goal** 3

**G4.** 1a

**Targets Supported** 1b

 G041769

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

.

**Targeted Barriers to Achieving the Goal** 3

**Plan to Monitor Progress Toward G4.** 8

**Person Responsible**

**Schedule**

***Evidence of Completion***

## Action Plan for Improvement

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

### Problem Solving Key


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

**1** = Problem Solving Step       **S123456** = Quick Key


**G1.** Increase student comprehension of rigorous complex text through effective differentiated instruction. **1**

 **G041766**

**G1.B1** 1. Lack of understanding of how to implement rigorous and differentiated work stations. **2**

 **B101454**

**G1.B1.S1** Provide professional development to teachers on differentiated task and work centers that are aligned to the Florida Standards **4**

 **S115890**

### Strategy Rationale

When the teachers gain understanding and confidence in their practice and abilities the deliver off instruction becomes more effective.

### Action Step 1 **5**

Professional Development on establishing high quality centers based on student data

#### Person Responsible

Shateena Brown

#### Schedule

Quarterly, from 10/7/2014 to 6/5/2015

#### Evidence of Completion

lesson plans, CAST observations

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

Admin will review lesson plans, student work and/or activities for rigor and appropriateness for students being serviced. Coaches will provide logs, teacher evidence and/or teacher reflections from professional development provided.

**Person Responsible**

Niketa Johnson

**Schedule**

Quarterly, from 10/7/2014 to 6/5/2015

***Evidence of Completion***

lesson plans, informal observations, student data, logs

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

Admin will review lesson plans, student work and/or activities for rigor and appropriateness for students being serviced. Coaches will provide logs, teacher evidence and/or teacher reflections from professional development provided.

**Person Responsible**


**Schedule**

Quarterly, from 10/1/2014 to 6/5/2015


***Evidence of Completion***

lesson plans, coaches logs, evidence

**G1.B10 12. Lack of student engagement to learning.** 2

 B123008

**G1.B10.S1** Provide professional development and opportunities for collaborative planning on developing engaging task/activities 4

 S134905

**Strategy Rationale**

If students are authentically engaged in the task and/or activity they will develop a deeper understanding of the concept and/or skill.

**Action Step 1** 5

Common Planning - rigorous aligned task will be created to develop task/activities

**Person Responsible**

Timothy Layne

**Schedule**

Biweekly, from 9/8/2014 to 6/5/2015

***Evidence of Completion***

Common planning meeting minutes

**Plan to Monitor Fidelity of Implementation of G1.B10.S1** 6

Observation (Informal and formal)

**Person Responsible**

Shateena Brown

**Schedule**

Monthly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

Walkthrough Form, lesson plans and evaluations

**Plan to Monitor Effectiveness of Implementation of G1.B10.S1** 7

Student data

**Person Responsible**

Niketa Johnson

**Schedule**

Monthly, from 10/1/2014 to 6/5/2015

**Evidence of Completion**


Student work samples of task and/or activities, student data, observations and evaluations

**G2.** To create a safe environment for learning by addressing the emotional and behavioral needs of students.


1

 G041767

**G2.B2** Lack of student knowledge with conflict resolution 2

 B130239

**G2.B2.S1** Implement small group counseling sessions 4

 S142265

**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 guidance counselor.

**Person Responsible**

Shateena Brown

**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

Shateena Brown

### 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

Shateena Brown

### Schedule

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

### Evidence of Completion

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

## Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Professional Development on establishing high quality centers based on student data	Brown, Shateena	10/7/2014	lesson plans, CAST observations	6/5/2015 quarterly
G1.B10.S1.A1	Common Planning - rigorous aligned task will be created to develop task/ activities	Layne, Timothy	9/8/2014	Common planning meeting minutes	6/5/2015 biweekly
G2.B2.S1.A1	Targeted students will receive weekly counseling sessions by guidance counselor.	Brown, Shateena	9/29/2014	Level 2 and 3 infraction documentation counts on students that are involved in the small groups.	5/29/2015 weekly
G1.MA1	Monitor District reading CGA administrations and data collection Monitor DAR administration and data collection FCAT 2.0 Reading Data		Students increase in reading proficiency Increase in	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			proficiency of at least 10% in 3rd-5th grade (25%-35%)		
G1.B1.S1.MA1	Admin will review lesson plans, student work and/or activities for rigor and appropriateness for students being serviced. Coaches will provide logs, teacher evidence and/or teacher reflections from professional development provided.		10/1/2014	lesson plans, coaches logs, evidence	6/5/2015 quarterly
G1.B1.S1.MA1	Admin will review lesson plans, student work and/or activities for rigor and appropriateness for students being serviced. Coaches will provide logs, teacher evidence and/or teacher reflections from professional development provided.	Johnson, Niketah	10/7/2014	lesson plans, informal observations, student data, logs	6/5/2015 quarterly
G1.B10.S1.MA1	Student data	Johnson, Niketah	10/1/2014	Student work samples of task and/or activities, student data, observations and evaluations	6/5/2015 monthly
G1.B10.S1.MA1	Observation (Informal and formal)	Brown, Shateena	10/1/2014	Walkthrough Form, lesson plans and evaluations	6/5/2015 monthly
G2.MA1	Level 2 and 3 infraction numbers for each student receiving group services.	Brown, Shateena	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	Progress monitoring sheets will be submitted by weekly. Student behavior charts will be reviewed bi-weekly.	Brown, Shateena	9/29/2014	RTI meeting notes Leadership meeting notes Charted Infraction incident numbers by child Behavior charts	5/29/2015 biweekly
G2.B2.S1.MA1	Progress will be communicated via bi-weekly RTI Meetings and weekly Leadership meeting.	Brown, Shateena	9/29/2014	Student infraction reports RTI meeting minutes Leadership meeting minutes	5/29/2015 weekly
G4.MA1	[no content entered]			one-time	

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Increase student comprehension of rigorous complex text through effective differentiated instruction.

**G1.B1** 1. Lack of understanding of how to implement rigorous and differentiated work stations.

**G1.B1.S1** Provide professional development to teachers on differentiated task and work centers that are aligned to the Florida Standards

### PD Opportunity 1

Professional Development on establishing high quality centers based on student data

#### Facilitator

Coaches

#### Participants

Teachers

#### Schedule

Quarterly, from 10/7/2014 to 6/5/2015



## Technical Assistance Items

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