

# Love Grove Elementary School



2014-15 School Improvement Plan

## Love Grove Elementary School

2446 UNIVERSITY BLVD S, Jacksonville, FL 32216

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
63%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
69%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	B

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	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

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

This will be accomplished through our collective concentration on the four pillars of excellent instruction designed to foster student success in every classroom when students are:

- Fully engaged in the work of the lessons
- Working on appropriately rigorous content
- Taking ownership of their learning
- Demonstrating understanding of the content

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

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

This will be accomplished through sustaining a culture of academic achievement, goal setting and college/career focus fostered by our STEAM theme. Concentration within the STEAM content areas (science, technology, engineering, arts and math) will inspire and prepare our students for success.

#### School Environment

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

The process by which Love Grove learns about students' cultures and builds relationships between teachers and students is through teacher-directed student inventory instruments, teacher to student interaction and relationship building, teacher knowledge of student performance and academic goals, district-wide Gallup surveys and parent/family involvement activities.

For example, teachers utilize preplanning to analyze student cumulative folders for data and demographic information and initiate conversations with previous year's teachers to develop knowledge of assigned students' cultures to support relationship building.

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

Love Grove creates an environment where students feel safe and respected before, during and after school through the development of a school-wide discipline plan which incorporates positive behavior intervention systems. In addition, various incentives/awards have been implemented to promote positive and appropriate choices by students that support a safe and healthy school environment.

For example, a school security plan is developed and teachers are trained on proper implementation of systems that foster a safe and healthy school environment. Those systems include the following:

- \*Procedures for implementing safety within in the classroom (e.g. doors locked, evacuation routes posted, school security red folders in each classroom).
- \*Procedures for implementing drills (e.g. fire drill, tornado drill, Shelter-In-Place, lock down, code red, etc.)
- \*Procedures for bullying, staff/family concerns, social/emotional issues, etc.



**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**

Love Grove has a school-wide behavioral system in place that aids in minimizing distractions and engaging students through positive reinforcement interventions. The structure is as follows: Love Grove Elementary is committed to providing a safe and productive learning environment. Foundations and CHAMPs will be implemented for the 2014-2015 school year. Foundations is a school-wide discipline plan which creates a safe and civil school environment and promotes student achievement. All common areas including the playground, cafeteria, hallways, restrooms, as well as arrival and dismissal areas will have a developed plan for student expectations. In all common areas, students must walk in line position using the right side of the hallway. Line position is displayed by students facing forward, single file, hands and feet kept to him/herself, and their voices at level 0. CHAMPs will be implemented in all classrooms.

In addition, the following areas are addressed:

Rewards/Incentives, Interventions/Consequences, common-area behavior expectations and referral protocol.

**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**

Our school guidance counselor provides assemblies, classroom visits, and group/individual counseling to address the social/emotional needs of all students. Specifically, the school counseling program at Love Grove provides services, including individual meetings and small group meetings for students, classroom guidance, teacher consultation/collaboration, parent consultation and education, incentive and intervention planning, IEP and 504 Plan development, and community resource referrals. In addition, Englewood Full Service, in conjunction with our school guidance counselor, provides a plethora of services to support students with social-emotional needs. Those services include but are not limited to the following:

Individual/Family Counseling, Low Self-Esteem Issues, Defiant Behavior, Test Anxiety, Depression, Chronic Discipline Issues, Academic Failure, Family Neglect/Violence, etc.

### **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**

The school's early warning system targets the following areas:

- \* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of school suspension
- \* One or more suspensions, whether in school or out of school
- \* Course failure in Language Arts or Mathematics
- \* A Level 1 score on the statewide, standardized assessments in Reading or Mathematics
- \* Students in the bottom quartile for Reading or Mathematics in 4th-5th grades (and 3rd grade repeaters)

**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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

**Attendance:** Attendance will be monitored monthly by the school counselor and the DCPS truant officer. Meetings will be held with the parent to discuss reasons for excessive absences. A contract will be written, if necessary, and resources will be offered to the parent. The school counselor will meet with targeted students for attendance at least bi-weekly to check in and reward for improved attendance. Parents will be rewarded quarterly with gift cards for the students who show the greatest percentage of improvement.

**Suspensions:** Before a student is suspended, the school-wide discipline plan must be followed. Each teacher has a copy in their handbook. There are several steps that teachers/staff take before a student receives a referral. They are: proximity control, a verbal warning, time out (in the classroom and/or in a separate class), parental contact, loss of a privilege, and potential for office referral. If the referral leads to a suspension, it will be reported to the teacher(s) and the school counselor by the assistant principal. Followup with the parent will be made by the school counselor to offer resources, such as Full Service Schools. The school counselor will meet with the teacher(s) to discuss a positive behavior incentive plan, if needed.

**Academics:** A training for Professional Development for teachers to explain Response to Intervention (RTI) is scheduled for an Early Release training on September 24, 2014. The RTI Leadership team will meet bi-weekly, beginning October 7, 2014 to review specific students who fall into the bottom quartile in reading and math, and are not responding to Tier 1 and 2 interventions. In the classroom, differentiated instruction and interventions are provided for these students. The VE teachers, reading and math coaches, and reading and math interventionists are involved to provide support to the teachers and students. The additional hour at the end of the school day will focus on Tier 1,2,and 3 interventions. Students in the bottom quartile receive intensive interventions for the full hour. Additionally, the school counselor will meet with students who have two or more early warning signs in small groups during lunch for 8 weeks before state-wide testing. The research-based curriculum (Student Success Skills) focuses on goal setting, behavior, and academics.

**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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/187954>.

**Description**

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

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

The process by which Love Grove builds and sustains partnerships with the local community for the purpose of securing and utilizing resources is through establishing connections with neighboring community organizations, faith-based partnerships, and Love Grove families by developing business partnerships, sponsors, and volunteers. For example, five organizations sponsored our car rider hang tags, two organizations provided in-kind monetary donations (one of which was a faith-based partner), and two faith-based organizations sponsored our pre-planning breakfasts for teachers and paraprofessionals. Also, the Love Grove Parent/Teacher Association (PTA) was re-instated for the 2014-15 school year after having been inactive for two years. Furthermore, to support school and student achievement, several parent involvement activities have been planned to increase culture and student efficacy at Love Grove. They include but are not limited to: Student of the Month (Magnificent Manatee) ceremony, Family Academic Nights (per content area), Goodies with Grandparents, Donuts with Dads, Muffins with Moms, Parent Involvement trainings, etc.

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Emanuel-Wright, Tiffany	Principal
White, Carin	Assistant Principal
Summers, Janet	Guidance Counselor
Caro, Iris	Instructional Coach
Burr, Sandra	Instructional Coach
Moore, Meghan	Teacher, ESE

**Duties**

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

Tiffany Emanuel-Wright, Principal - provides a common vision for the school and for data-based decision making; ensures that the school-based faculty and leadership team is implementing RtI; provides staff with common planning time to discuss, plan, and implement the instructional framework and the gradual release of responsibility model; facilitates early release professional development, professional learning communities (PLCs), and the RtI progress; ensures implementation of differentiated intervention support and documentation requirements; ensures adequate professional development to support implementation; and communicates with parents regarding school-based curriculum, assessments, and initiatives.

Carin White, Assistant Principal - works in conjunction with the principal to provide a common vision for the school and for data-based decision making; ensures that the school-based faculty and leadership team is implementing RtI; provides staff with common planning time to discuss, plan, and implement the instructional framework and the gradual release of responsibility model; facilitates early release professional development, professional learning communities (PLCs), and the RtI progress; ensures implementation of differentiated intervention support and documentation requirements; ensures adequate professional development to support implementation; and communicates with parents regarding school-based curriculum, assessments, and initiatives.

Sandra Dawn Burr, Math Coach - Actively participates on the school-based Leadership Team, coaches and supports Math teachers with the curriculum, planning and problem solving, supports teachers with lesson planning, common planning, and the development of differentiated lessons/interventions, and supports teachers with using data sources to plan for instruction.

Iris Caro, Reading Coach - Actively participates on the school-based Leadership Team, coaches and supports ELA teachers with the curriculum, planning and problem solving, supports teachers with lesson planning, common planning, and the development of differentiated lessons/interventions, and supports teachers with using data sources to plan for instruction.

Janet Summers, School Counselor - The school guidance counselor facilitates the MRT process, conducts individual and small group meetings for students, provides classroom guidance, teacher consultation/collaboration, parent consultation and education, incentive and intervention planning, IEP services and 504 Plan development, and provides community resource referrals.

Meghan Moore, ESE Site Coach - Coaches and supports ESE teachers (Supported Level Academic (SLA) and Physically Impaired (PI), assists teachers with creating behavior and intervention plans for students, provides support with student data collection, participates on the Leadership and problem solving team, participates on the MRT team and oversees ESE documentation and parent communication.

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

The Leadership Team meets weekly to engage in the following activities: Review of universal screening data and link to instructional decisions; review of progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high level risk for not meeting benchmarks. Based on the information above, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, building capacity, increasing infrastructure, and making decisions about implementation.

In addition to the Leadership Team, other instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier I (core instruction) and continuing through Tier II (supplemental instruction/intervention): Identifying and analyzing systematic patterns of student need, identifying appropriate evidence-based differentiation and intervention strategies, implementing and overseeing progress monitoring, and analyzing progress monitoring data and determining next steps.

The school Leadership Team meets weekly on Thursday from 9:00AM to 11:00AM, with additional meetings to plan early release day professional development and school-wide events and problem-solving, as necessary.

### **School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Brian K. Jones	Business/Community
Elisabeth Mark	Parent
Preston Shaaber	Business/Community
Roberta Clanin	Teacher
Tiffany Emanuel-Wright	Principal
Jeremy Cottrill	Parent
Nabila Elias	Education Support Employee
Jill Duffy	Teacher
Shelly Baughman	Parent
Kristine Garcia	Parent
Tajuana Carmichael	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*

The SAC reviewed last year's SIP and made suggestions for school year 2014-2015. The draft SIP will be reviewed and discussed at the September 9, 2014 SAC meeting and will be included on the agenda for the October meeting.

*Development of this school improvement plan*

SAC meetings are held once a month. School wide data is reviewed and new district initiatives are discussed. SAC members provide input into both the academic and parent involvement sections. Once the draft is created, it is reviewed at a monthly SAC meeting and additional input is included. As the year progresses, reviewing and monitoring of the SIP is included in the agenda.

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

Budget meetings are on the district agenda for the week of September 8, 2014. The SAC will be directly involved and included in the allocation 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***

School Improvement Funds were allocated last year to provide academic interventions for students during and after school. In addition, at year end, funds were allocated to purchase five Mimios (interactive white board devices) to allow for one placement in grades Kindergarten through Fifth grade. The amount budgeted for each project are as follows:

- One Mimio with interactive clickers - School Improvement Grant
- Four Mimios - School Improvement Funds

***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*

The September 9, 2014 SAC meeting will serve as a springboard for ensuring that the SAC membership is in compliance with section 1001.452, F.S. Current members will be encouraged to assist with the recruitment of representative individuals to serve on the SAC.

### Literacy Leadership Team (LLT)

#### Membership

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

Name	Title
Emanuel-Wright, Tiffany	Principal
White, Carin	Assistant Principal
Caro, Iris	Instructional Coach
Dickinson, Nicole	Teacher, Adult

#### Duties

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

The main function of this team is to review and disaggregate data, plan for action steps that support school reading achievement goals in all AMO cohort areas, grade levels, and across all content areas.

The Literacy Leadership Team attends on-campus and district literacy professional development. All information is discussed and shared with their grade levels during common planning, PLCs, and early release day training. The Literacy Leadership Team meets monthly to evaluate district and school reading initiatives and strategies to motivate and engage students in meaningful reading activities. The major initiative of the LLT is to increase opportunities for children to read independently on a daily basis. Students read independently everyday within their Reading and/or ELA instruction block. Students maintain interactive reading journals, reading logs, and reading lists that support meeting Florida State Standards and quarterly reading goals. To motivate students to read, staff members are encouraged to incorporate independent reading and responding daily and display their reading campaign charts in the classroom. Students who meet the nine week reading requirements are rewarded with reading incentives. All students participate in the million word campaign and work towards mastering Florida State Standards and benchmarks. Vocabulary is also an integral component of meeting Florida State Standards, and teachers incorporate rigorous lesson to support mastery and retention of specified vocabulary. This component is instrumental in building and sustaining vocabulary school-wide.

To culminate reading initiatives, students are rewarded each quarter for achieving reading goals and work towards attending the school Reading Celebration and/or the Superintendent's Reading Celebration held at the end of the school year.

#### 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**

Multiple strategies have been implemented to encourage positive working relationships between teachers. They include but are not limited to the following:

Grade Level Meetings

Weekly Common Planning (3 days)

Bi-Weekly PLCs  
Early Release Day trainings  
Collaborative Planning with Teachers from neighboring schools  
Teachers observing Teachers within the building  
Vertical Articulation  
Teacher of the Month

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

New teachers assigned to our school will be assigned to a mentor teacher. New teachers will also complete the M.I.N.T. (Mentoring and Induction for Novice Teachers) program. Individual Professional Development Plans will be completed to understand and address individual teacher's needs. Participation in professional development will be expected to enhance professional growth. Added instructional support and modeling from a content-specific instructional coach and district specialist will be implemented.

People Responsible:

Tiffany Emanuel-Wright, Principal  
Carin White, Assistant Principal  
Sherri Chancey, Professional Development Facilitator  
Sandra Burr, Math Coach  
Iris Caro, Reading Coach  
Wendy Dobson, Math Specialist  
Brenda Mathieson, Reading Specialist  
Terri Stallworth, Science Specialist  
Belinda Britton, New Teacher Mentor  
Jill Duffy, New Teacher Mentor  
Katie Rodgers, New Teacher Mentor

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

All new teachers participate in the MINT program (district mentoring program) and are assigned a school-based mentor.

Chinesie Edwards (Mentor, Belinda Britton) Mentee and Mentor will meet weekly to discuss the instructional framework, the four pillars of excellent instruction, evidence based strategies, district initiatives, and classroom management.

Julie Marshall (Mentor, Belinda Britton) Mentee and Mentor will meet weekly to discuss the instructional framework, the four pillars of excellent instruction, evidence based strategies, district initiatives, and classroom management.

Laraya Strong (Mentor, Katie Rodgers) Mentee and Mentor will meet weekly to discuss the instructional framework, the four pillars of excellent instruction, evidence based strategies, district initiatives, and classroom management.

Nicole Dickinson (Mentor, Jill Duffy) Mentee and Mentor will meet weekly to discuss the instructional framework, the four pillars of excellent instruction, evidence based strategies, district initiatives, and classroom management.

The MINT program provides support to teachers in the following areas:

- mentor observation cycles in which new teachers receive formative feedback and targeted coaching.
- new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
- PDF monthly MINT learning sessions that focus on identified areas of need
- collaborative learning groups or PLCs provide additional layers of support and learning opportunities

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Love Grove Elementary ensures that its core instructional programs and materials are aligned to Florida Standards by adhering to and following with fidelity the Curriculum Guides and the Instructional Framework outlined by the district. The curriculum guides are aligned with Florida Standards and the instructional framework is designed to foster student academic achievement/engagement with the Florida Standards.

In addition, all materials and resources that are referenced within the district curriculum guides have been reviewed, researched and approved by district content-area directors and specialists. Teachers have also been instructed to utilize the resource provided in the curriculum guide from the Teacher Academy and access CPALMs.org for standards and instructional support.

#### 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***

Love Grove uses state data, i-Ready Reading/Math, Achieve 3000, DAR results to provide and differentiate instruction to meet the diverse needs of students through developing fluid and flexible groups based on response to intervention tiers. Tier 1 includes students who are working at the core level of instruction, Tier 2 includes students who are working at the supplemental level of instruction, and Tier 3 includes students who are working at an intensive level of instruction.

Furthermore, instruction is differentiated by the classroom teacher through data-driven centers and small group and/or one-on-one instruction. Varying Exceptionalities (VE) teachers also provided modified push in instruction to support students with specific deficiencies in learning.

***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:** 60

Additional school hour of intensive Reading instruction (4:00PM-5:00PM) - This strategy was developed to provide intensive reading instruction utilizing 20-minute interval center rotations. The rotations include skills, fluency, word work & comprehension, i-Ready Reading & Achieve 3000, and independent reading with strategy response, book talks/literature circles.

**Strategy Rationale**

The strategy has been tested and used by other schools in the district and has resulted in increased student proficiency with Reading.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Emanuel-Wright, Tiffany, emanuelt@duvalschools.org

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

Curriculum Guide Assessments (CGAs) will be used to track the data during the school year leading to state testing. At year end, state testing results will determine if increased student proficiency in Reading was evident.

**Strategy:** Before School Program

**Minutes added to school year:** 60

Before school tutoring (7:30AM-8:30AM) on Mondays and Wednesdays with a focus on Reading and Tuesdays and Thursdays with a focus on Math. Teachers who elect to be paid tutors will utilize research-based Reading and Math curriculum to target student deficiencies with Reading and Math concepts.

**Strategy Rationale**

Before or after school tutoring has proven to be a successful extended learning strategy that has led to increased learning gains with Reading and Math.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Emanuel-Wright, Tiffany, emanuelt@duvalschools.org

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

Data from the research-based curriculum will be collected and analyzed for effectiveness based on student proficiency with curriculum guide assessments, i-Ready, and Achieve 3000.

**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***

Prior to the first day of school, an orientation is held for all students and parents followed by an Open House during approximately the third week of school. These events allow students to meet their teacher, learn about the school, and understand academic expectations. FAIR/FLKRS (Work Sampling System) and baseline testing is completed within the first 30 days of Kindergarten. The data is analyzed for student readiness and instructional grouping. Differentiated instruction is provided based on student academic needs.

### 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***

N/A

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

N/A

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

N/A

#### ***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***

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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


## Strategic Goals Summary

- G1.** Increase the percent of proficiency (3 or above) on the Spring 2015 FSA by 23% at each grade level (3-5) for Mathematics through intensive professional development with Common Core and the Math Florida Standards (MAFS), implementation of district mandated frameworks and resources and consistent analysis of data (CGAs, i-Ready) to drive instruction. Increase the percent of proficiency (4 or above) on the Spring 2015 FAA by 4% at the fourth grade level for Mathematics.
- G2.** Increase the percent of proficiency (3 or above) on the Spring 2015 FSA 2.0 by 15% for 5th grade Science through increased collaboration with neighboring Science teachers, rigorous and consistent labs, increased student engagement and consistent Science specialist support.
- G3.** Increase the percentage of ESE students on general standards mainstreaming and transitioning to general education classroom settings. This will be accomplished through ESE teachers collaborating and common planning with general education teachers, Florida Standards professional development, rigor and increased expectations.
- G4.** Increase the percent of proficiency on the Spring 2015 FSA by 15% in 3rd, 4th and 5th grade for Reading through intensive professional development with Common Core and the Language Arts Florida Standards (LAFS), implementation of district mandated frameworks and resources and consistent analysis of data (CGAs, i-Ready, Achieve 3000) to drive instructional implementation.
- G5.** Increase the percent of proficiency (4 or above) on the Spring 2015 FSA by 27% in 4th and 5th grade for Writing through the utilization and implementation of Write Score, curriculum imbedded writing utilizing the writing process and response to literature. Increase the percent of proficiency (4 or above) on the Spring 2015 FAA by 4% in 4th and 5th grade for Writing through modeling and integrated writing curriculum.

## 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 the percent of proficiency (3 or above) on the Spring 2015 FSA by 23% at each grade level (3-5) for Mathematics through intensive professional development with Common Core and the Math Florida Standards (MAFS), implementation of district mandated frameworks and resources and consistent analysis of data (CGAs, i-Ready) to drive instruction. Increase the percent of proficiency (4 or above) on the Spring 2015 FAA by 4% at the fourth grade level for Mathematics. 1a

 G057040

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	70.0

**Resources Available to Support the Goal** 2

- Math Investigations Curriculum Program (3 - 5) enVisions Core Curriculum Program (3 - 5) ULS (Unique Learning System)
- i-Ready computer based diagnostic and prescriptive instruction program (3 - 5)
- Ready Common Core supplemental materials (3 - 5)
- enVisions interventions supplemental curriculum for grades (3 - 5)
- Gizmos computer based math simulation program (3 - 5)
- Number Worlds supplemental program (3 - 5)
- Access Points Curriculum Guide as provided by CPALMS

**Targeted Barriers to Achieving the Goal** 3

- Need for further professional development and continued support in the use of intervention resources.
- New structures and routines have been implemented in which teachers need guidance and support.
- Consistency in the understanding of the expectations of the Gradual Release of Responsibility Model
- Limited knowledge of proper use of technology resources.

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

Common Planning agendas will be submitted, next steps will be documented, Coaches Logs will reflect Professional Development opportunities

**Person Responsible**

Tiffany Emanuel-Wright

**Schedule**

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

**Evidence of Completion**

CGA, FSA, agendas, coaches logs, lesson plans

**G2.** Increase the percent of proficiency (3 or above) on the Spring 2015 FSA 2.0 by 15% for 5th grade Science through increased collaboration with neighboring Science teachers, rigorous and consistent labs, increased student engagement and consistent Science specialist support. 1a

G057041

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0

**Resources Available to Support the Goal** 2

- Gizmos-Science base computer program
- Science Lab

**Targeted Barriers to Achieving the Goal** 3

- Lack of money to purchase science materials for the lab

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

Formative data, both informal and formal will be collected and reviewed throughout the year to determine progress with meeting this goal. Specifically, observation feedback from experiments, STEAM, CGAs and checks for understanding will be utilized.

**Person Responsible**

Carin White

**Schedule**

Quarterly, from 9/5/2014 to 6/5/2015

**Evidence of Completion**

Science Teachers will maintain an individualized student data monitoring sheet as well as a class profile data monitoring sheet that will be due at the end of each quarter when quarterly grades are submitted.

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

The district Science specialist will also provide quarterly feedback on our CGA progress towards meeting our targets for the year.

**Person Responsible**

Terri Stallworth

**Schedule**

On 6/5/2015

**Evidence of Completion**

Performance Matters data tracking and trends provided by the Science specialist will demonstrate whether progress is being made towards meeting the selected targets.

**G3.** Increase the percentage of ESE students on general standards mainstreaming and transitioning to general education classroom settings. This will be accomplished through ESE teachers collaborating and common planning with general education teachers, Florida Standards professional development, rigor and increased expectations. 1a

 G057042

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - SWD	53.0

**Resources Available to Support the Goal** 2

- Barton - A research based program which explicitly and systematically teaches reading and spelling skills in a small group setting.
- Core Curriculum Guides- district provided curriculum guide to access the Common Core Standards for Reading instruction
- Computer Based Reading Programs -ULS, i Ready and Achieve 3000 are used to diagnose, monitor, and provide differentiated instruction in reading for all levels.
- DAR- Diagnostic assessment which identifies specific areas of need for struggling readers TTS-Teacher tool for targeting specific areas of need

**Targeted Barriers to Achieving the Goal** 3

- Limited familiarity of curriculum guides and basic knowledge of Common Core through the use of Gradual Release.
- Inconsistent use of reading based program and novelty of Achieve 3000. A need for data analysis provided by reading computer based program to drive instruction.

**Plan to Monitor Progress Toward G3.** 8

To support progress towards meeting this target/goal, CGAs and i-Ready data for ESE students on general standards will be closely monitored and tracked to validate the mainstreaming process. In addition, students on Access Points who exhibit performance that supports a transition to general standards will be exposed to Florida Standards.

**Person Responsible**

Meghan Moore

**Schedule**

Quarterly, from 9/5/2014 to 6/5/2015

**Evidence of Completion**

The evidence that will be collected to demonstrate the goal is being monitored and progress is being made toward the selected targets will include ESE and VE teacher data from CGAs, i-Ready and teacher-generated assessments.

**G4.** Increase the percent of proficiency on the Spring 2015 FSA by 15% in 3rd, 4th and 5th grade for Reading through intensive professional development with Common Core and the Language Arts Florida Standards (LAFS), implementation of district mandated frameworks and resources and consistent analysis of data (CGAs, i-Ready, Achieve 3000) to drive instructional implementation. 1a

G057043

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	63.0

**Resources Available to Support the Goal** 2

- Core Curriculum Guides- district provided curriculum guide to access the Common Core Standards for Reading instruction
- Barton - A research based program which explicitly and systematically teaches reading and spelling skills in a small group setting.
- Computer Based Reading Programs - i Ready and Achieve 3000 are used to diagnose, monitor, and provide differentiated instruction in reading for all levels.
- DAR- Diagnostic assessment which identifies specific areas of need for struggling readers TTS-Teacher tool for targeting specific areas of need
- Access Point Curriculum guide as provided by CPALMS

**Targeted Barriers to Achieving the Goal** 3

- Limited familiarity of curriculum guides and basic knowledge of Common Core through the use of Gradual Release.
- Inconsistent use of reading based program and novelty of Achieve 3000. A need for data analysis provided by reading computer based program to drive instruction.
- Inconsistent implementation of diagnostic assessments through the school year to identify specific areas of need and differentiate instruction based on data.

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

Discussion of data analysis through Common Planning at each grade level and the leadership team reports.

**Person Responsible**

Tiffany Emanuel-Wright

**Schedule**

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

**Evidence of Completion**

CGAs, FSA scores, DAR assessments, iReady, Achieve 3000, Barton

**G5.** Increase the percent of proficiency (4 or above) on the Spring 2015 FSA by 27% in 4th and 5th grade for Writing through the utilization and implementation of Write Score, curriculum imbedded writing utilizing the writing process and response to literature. Increase the percent of proficiency (4 or above) on the Spring 2015 FAA by 4% in 4th and 5th grade for Writing through modeling and integrated writing curriculum. 1a

G057044

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- District provided Curriculum Guides
- Step Up to Writing
- Write to Learn (5th grade)- computer-based curriculum to support student writing skills
- Journal Response

**Targeted Barriers to Achieving the Goal** 3

- Limited knowledge of Step Up to Writing Program
- Limited knowledge of Write to Learn Program due to novelty

**Plan to Monitor Progress Toward G5.** 8

- Monitor and facilitate lesson planning of teachers collaborating the implementation of Write to Learn and Step Up to Writing during professional development.
- Reflect on professional development trainings to monitor effectiveness
- Ensure effective implementation of text-based writing with citing of evidence
- Ensure effective use and understanding of the 10-point informative and explanatory writing rubrics

**Person Responsible**

Tiffany Emanuel-Wright

**Schedule**

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

**Evidence of Completion**

- Collaborate to review artifacts of student writing -Collaborate to review student interactive journals (writing journals) that reflect student improvement in writing -Collaborate and review data that reflects an increase of student mastery in writing



## 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 the percent of proficiency (3 or above) on the Spring 2015 FSA by 23% at each grade level (3-5) for Mathematics through intensive professional development with Common Core and the Math Florida Standards (MAFS), implementation of district mandated frameworks and resources and consistent analysis of data (CGAs, i-Ready) to drive instruction. Increase the percent of proficiency (4 or above) on the Spring 2015 FAA by 4% at the fourth grade level for Mathematics. **1**

 G057040

**G1.B1** Need for further professional development and continued support in the use of intervention resources. **2**

 B144384

**G1.B1.S1** PLCs will be conducted bimonthly. **4**

 S156542

### Strategy Rationale

Providing vertical articulation will increase teacher knowledge and awareness of content expectations and limits.

### Action Step 1 **5**

Bimonthly PLCs

#### Person Responsible

Sandra Burr

#### Schedule

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

#### Evidence of Completion

Meeting minutes, Early Release PLC presentations

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

A member of the leadership team will be in attendance at all PLC meetings.

**Person Responsible**

Carin White

**Schedule**

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

**Evidence of Completion**

Attendance records, meeting minutes and PLC presentations during Early Release

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

Weekly walk-throughs by a Leadership Team member.

**Person Responsible**

Tiffany Emanuel-Wright

**Schedule**

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

**Evidence of Completion**

Classroom artifacts that reflect acquired teacher knowledge.

**G1.B1.S2 Scheduled Professional Development sessions** 4

S156543

**Strategy Rationale**

Teachers will explore intervention resources and align tasks to students' needs.

**Action Step 1** 5

Based on teacher needs, Professional Development sessions will be conducted by school based Math Coach and More Knowledgeable Others to provide teachers with knowledge of best practices in their content area.

**Person Responsible**

Sandra Burr

**Schedule**

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

**Evidence of Completion**

Attendance records, agenda, classroom artifacts showing evidence of implementation of PD during Leadership Team and District walk-throughs.

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

A member of the Leadership Team will conduct weekly classroom walk throughs.

**Person Responsible**

Carin White

**Schedule**

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

**Evidence of Completion**

Classroom artifacts that show acquired teacher knowledge.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Weekly walk-throughs by Leadership Team members.

**Person Responsible**

Tiffany Emanuel-Wright

**Schedule**

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

**Evidence of Completion**


Classroom artifacts showing acquired teacher knowledge.

**G1.B2** New structures and routines have been implemented in which teachers need guidance and support.

2

 B144385

**G1.B2.S1** Assistance will be given by the Math Coach during Common Planning time at targeted grade levels with a focus and an outcome. 4

 S156544

**Strategy Rationale**

Uncertainty exists about the purpose of when, where, and what focus should be addressed during common planning time.

**Action Step 1** 5

Provide support to teachers during grade level Common Planning time.

**Person Responsible**

Sandra Burr

**Schedule**

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

**Evidence of Completion**

Agendas, Lesson plans, Coach's Logs, CGA, FSA

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

Leadership Team walk-throughs to check for implementation of strategies discussed and planned during Common Planning time.

**Person Responsible**

Carin White

**Schedule**

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

***Evidence of Completion***

Lesson plans, Coach's logs, lesson artifacts, CGA, FSA

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

Walk-throughs conducted weekly by Leadership Team members.

**Person Responsible**

Tiffany Emanuel-Wright

**Schedule**

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

***Evidence of Completion***

Lesson plans, lesson artifacts, CGA, FSA

**G1.B2.S2** The teachers have a built in Common Planning time at least once per week. 4

S156545

### Strategy Rationale

Provides opportunity for teachers to collaborate on student performance and needs.

### Action Step 1 5

Teachers will come together as a grade level to discuss best practices and student data.

#### Person Responsible

Sandra Burr

#### Schedule

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

#### Evidence of Completion

Documentation of attendance and highlights of focused group discussion.

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

A member of the Leadership Team will attend grade level Common Planning time.

#### Person Responsible

Carin White

#### Schedule

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

#### Evidence of Completion

Anecdotal notes by Leadership Team member.

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

A member of the Leadership Team will provide guidance as necessary for targeted outcome.

#### Person Responsible

Tiffany Emanuel-Wright

#### Schedule

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

#### Evidence of Completion

Anecdotal notes taken by Leadership Team member.

**G1.B3** Consistency in the understanding of the expectations of the Gradual Release of Responsibility Model **2**

 B144386

**G1.B3.S1** Scaffolded instruction of the GRRM and monitoring of teacher implementation. **4**

 S156546

**Strategy Rationale**

Teachers will be better able to implement the full GRRM with fidelity when the instruction of the model is presented in stages.

**Action Step 1** **5**

School based Math Coach will observe teachers' delivery of instruction utilizing GRRM to determine individualized needs.

**Person Responsible**

Sandra Burr

**Schedule**

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

**Evidence of Completion**

Math Coach's anecdotal notes, logs, and teacher feedback during conferencing.

**Action Step 2** **5**

School based Math Coach, or More Knowledgeable Other, will model specific components of the GRRM.

**Person Responsible**

Wendy Dobson

**Schedule**

On 6/5/2015

**Evidence of Completion**

Lesson plans prepared by facilitator and participant, observation tool, feedback form

**Action Step 3** 5

Classroom teacher will demonstrate acquired knowledge of selected GRRM component.

**Person Responsible**

Sandra Burr

**Schedule**

On 6/5/2015

***Evidence of Completion***

Math Coach's anecdotal notes, teacher's lesson plans, observation tool and feedback form

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

School based Math Coach will observe selected classroom teacher utilizing specified components of the GRRM.

**Person Responsible**

Carin White

**Schedule**

On 6/5/2015

***Evidence of Completion***

School based Math Coach's anecdotal notes

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Observations conducted by school based coach, district specialist or More Knowledgeable Other to measure the effect of the implementation of best practices.

**Person Responsible**

Tiffany Emanuel-Wright

**Schedule**

On 6/5/2015

***Evidence of Completion***

Anecdotal notes taken by the school based Math Coach, district specialist or More Knowledgeable Other.



**G1.B3.S2** Experienced grade level teachers will model the complete GRRM for novice peers. 4

S156547

### Strategy Rationale

Peer review of GRRM will increase teacher knowledge and confidence in the implementation of district mandates.

### Action Step 1 5

School based Math Coach will determine model teachers of the GRRM based on classroom walk-throughs.

#### Person Responsible

Sandra Burr

#### Schedule

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

#### Evidence of Completion

Anecdotal notes taken by school based Math Coach and Coach's logs

### Action Step 2 5

Chosen model teacher will conduct a lesson utilizing the GRRM.

#### Person Responsible

Sandra Burr

#### Schedule

On 6/5/2015

#### Evidence of Completion

Lesson plans, observation tool, feedback form

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

School based Math Coach will conference with novice teacher during the model teacher's lesson.

**Person Responsible**

Carin White

**Schedule**

On 6/5/2015

***Evidence of Completion***

Observation tools, feedback forms, Coach's logs and model teacher's lesson plans

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

A member of the leadership team will observe the novice teacher's application of their newly acquired knowledge.

**Person Responsible**

Tiffany Emanuel-Wright

**Schedule**

On 6/5/2015

***Evidence of Completion***

Anecdotal notes of the leadership team member, observation tool, novice teacher's lesson plans and feedback form

**G1.B4** Limited knowledge of proper use of technology resources. 2

B144387

**G1.B4.S1** Grade level common planning sessions will be utilized for content specific training conducted by the STC or More Knowledgeable Other. 4

S156548

**Strategy Rationale**

To address the proper utilization of equipment and provide Q & A opportunities for better teacher understanding of the technology component.

**Action Step 1** 5

STC, or More Knowledgeable Other, will assess teachers' knowledge and familiarity with technology.

**Person Responsible**

Jennifer Shaaber

**Schedule**

On 6/5/2015

**Evidence of Completion**

STC created Teacher Technology Survey

**Action Step 2** 5

During grade level common planning time the STC, or More Knowledgeable Other, will provide training covering technological needs as noted on the teacher technology survey.

**Person Responsible**

Jennifer Shaaber

**Schedule**

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

**Evidence of Completion**

Improved teacher familiarity with technology, exit tickets and home learning

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

STC, or MKO, will conference with teachers about learned technology skills and future needs.

**Person Responsible**

Carin White

**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Anecdotal notes

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Teachers will complete a technology survey indicating current confidence in their own technology skills.

**Person Responsible**

Tiffany Emanuel-Wright

**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Improved teacher competence in utilizing technology.

**G1.B4.S2** Scheduled Professional Development for the use of district required online programs. 4

S156549

**Strategy Rationale**

Teachers need a better understanding of how to navigate district online programs in order to retrieve data and assign remedial lessons targeted to student needs.

**Action Step 1** 5

More Knowledgeable Other will provide professional development covering district mandated programs, such as iReady, Achieve 3000 and Performance Matters.

**Person Responsible**

Jennifer Shaaber

**Schedule**

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

**Evidence of Completion**

Attendance records, agenda

**Plan to Monitor Fidelity of Implementation of G1.B4.S2** 6

Teachers will effectively use scheduled planning time to navigate and utilize district mandated online programs.

**Person Responsible**

Carin White

**Schedule**

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

**Evidence of Completion**

More effective classroom instruction.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7**

Leadership team member walk-through

**Person Responsible**

Tiffany Emanuel-Wright

**Schedule**

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

**Evidence of Completion**

Implementation of data driven centers as noted in teacher lesson plans and as observed during classroom walk-throughs.

**G2.** Increase the percent of proficiency (3 or above) on the Spring 2015 FSA 2.0 by 15% for 5th grade Science through increased collaboration with neighboring Science teachers, rigorous and consistent labs, increased student engagement and consistent Science specialist support. 1

 G057041

**G2.B2** Lack of money to purchase science materials for the lab 2

 B144389

**G2.B2.S1** District assistance in supply materials for the lab 4

 S156550

**Strategy Rationale**

**Action Step 1 5**

Ensuring that materials are in place for labs and experiments.

**Person Responsible**

Carin White

**Schedule**

On 6/5/2015

**Evidence of Completion**

Classroom labs will be fully stocked

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G4.** Increase the percent of proficiency on the Spring 2015 FSA by 15% in 3rd, 4th and 5th grade for Reading through intensive professional development with Common Core and the Language Arts Florida Standards (LAFS), implementation of district mandated frameworks and resources and consistent analysis of data (CGAs, i-Ready, Achieve 3000) to drive instructional implementation. 1

G057043

**G4.B1** Limited familiarity of curriculum guides and basic knowledge of Common Core through the use of Gradual Release. 2

B144393

**G4.B1.S1** Provide professional development for Common Core standards and Gradual Release techniques. 4

S156555

### Strategy Rationale

Professional development for unwrapping the standards will increase the Common Core knowledge creating an effect on the understanding of Curriculum Guides. PLCs and model lessons in the classroom provided by the Reading Coach will increase the implementation of Gradual Release.

### Action Step 1 5

Professional Development on unwrapping the Common Core standards

#### Person Responsible

Iris Caro

#### Schedule

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

#### Evidence of Completion

-Provide educators' unwrapping standard sheet to acquire knowledge and application to instruction -Provide evidence of aligned lesson plans that reflects the appropriate use of Common Core



**Action Step 2** 5

Professional Development and Coaching Cycles for Gradual Release

**Person Responsible**

Iris Caro

**Schedule**

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

**Evidence of Completion**

-Provide student interactive journals that reflect appropriate use of gradual release -  
Documentation of Classroom observations -Documentation of Common Planning with grade  
levels to target the gradual release

**Action Step 3** 5

Professional Development on utilizing data driven rotations to increase students' Common Core  
standard achievement

**Person Responsible**

Iris Caro

**Schedule**

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

**Evidence of Completion**

Documentation of teachers' data notebook Documentation of rotational lesson plan  
Documentation of common planning

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

- Collaborate to review unpacking the CC standards sheet and alignment to instruction reflected on the lesson plan
- Document debriefing meeting of classroom observations to reflect on Gradual Release implementation
- Document collaboration of grade level data review for student mastery

**Person Responsible**

Carin White

**Schedule**

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

**Evidence of Completion**

- Provide and document professional development on the specific areas -Reflect on professional development trainings to monitor effectiveness via classroom observations

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Classroom observations to monitor implementation of text complexity  
Reflect on collected data and document reflective and active discussions

**Person Responsible**

Tiffany Emanuel-Wright


**Schedule**

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


**Evidence of Completion**

Observation logs Student interactive journals that reflect appropriate use of text complexity  
Grade level data of student mastery

**G4.B2** Inconsistent use of reading based program and novelty of Achieve 3000. A need for data analysis provided by reading computer based program to drive instruction. 2

 B144394

**G4.B2.S1** Provide professional development and monitoring of implementation of Achieve 3000 4

 S156556

### Strategy Rationale

Teacher mastery of Achieve 3000 implementation will increase reading and comprehension levels with differentiated.

### Action Step 1 5

Provide professional development for Achieve 3000 and implementation of data collection to deliver instruction.

#### Person Responsible

Carin White

#### Schedule

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

#### Evidence of Completion

Documentation of Common Planning, attendance records, Achieve 3000 classroom chart, data collection an analysis

### Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Leadership team walk troughs, common planning discussion of implementation and data analysis,

#### Person Responsible

Carin White

#### Schedule

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

#### Evidence of Completion

Achieve 3000 monitoring assessments and computer data generated reports

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7**

Leadership walk-through, analysis of data and reports during Common Planning with Instructional Coach,

**Person Responsible**

Tiffany Emanuel-Wright


**Schedule**

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


**Evidence of Completion**

Computer generated reports and student data collection and Achieve 3000 classroom chart

**G4.B3** Inconsistent implementation of diagnostic assessments through the school year to identify specific areas of need and differentiate instruction based on data. 2

 B144395

**G4.B3.S1** Provide specific deadlines and checkpoints to monitor for consistent use of diagnostic assessments 4

 S156557

**Strategy Rationale**

Established deadlines for monitoring will increase the accountability

**Action Step 1 5**

Provide support for teachers during Common Planning to monitor checkpoints for consistent use of diagnostic assessments

**Person Responsible**

Iris Caro

**Schedule**

Quarterly, from 9/18/2014 to 6/5/2015

**Evidence of Completion**

Attendance records, agendas, monitoring checklists, data for diagnostic assessments

**Plan to Monitor Fidelity of Implementation of G4.B3.S1** 6

The Instructional Coach and/or member of Leadership team will have discussions with grade levels to debrief on deadlines and checkpoint for monitoring purposes

**Person Responsible**

Carin White

**Schedule**

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

***Evidence of Completion***

Common Planing records, monitoring checklist and data collection

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1** 7

Teachers will collect data from monitoring assessments, observations of data drive rotations

**Person Responsible**

Tiffany Emanuel-Wright


**Schedule**

On 6/5/2015

***Evidence of Completion***

Use of monitoring checklists, data collection, data driven rotations

**G4.B3.S2** Provide Professional Development on data analysis to drive instruction 4

 S156558

**Strategy Rationale**

Teachers will increase their knowledge on the impact the data has on the instruction to increase student achievement

**Action Step 1** 5

Provide professional development to increase the knowledge on the impact the data can have on differentiated instruction

**Person Responsible**

Iris Caro

**Schedule**

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

***Evidence of Completion***

Data collection, plans and classroom chart of data driven rotation, attendance records of Common Planning, lesson plans with evidence of differentiated instruction, documentation of walk-through

**Plan to Monitor Fidelity of Implementation of G4.B3.S2** 6

Leadership Team walk-through to check implementation of data drive rotation

**Person Responsible**

Carin White

**Schedule**

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

***Evidence of Completion***

Lesson plans that reflect rotations based on data, data collection, Coach's logs, walk-through

**Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7**

Leadership team member will conduct weekly classroom walk-through to monitor the implementation of data drive rotations

**Person Responsible**

Tiffany Emanuel-Wright


**Schedule**

On 6/5/2015

**Evidence of Completion**

Classroom data driven rotations, data collection and monitoring,


**G5.** Increase the percent of proficiency (4 or above) on the Spring 2015 FSA by 27% in 4th and 5th grade for Writing through the utilization and implementation of Write Score, curriculum imbedded writing utilizing the writing process and response to literature. Increase the percent of proficiency (4 or above) on the Spring 2015 FAA by 4% in 4th and 5th grade for Writing through modeling and integrated writing curriculum. 1

 G057044

**G5.B1** Limited knowledge of Step Up to Writing Program 2

 B144396

**G5.B1.S1** Provide continuous professional development and resources for Step Up to Writing 4

 S156559

**Strategy Rationale**

Teachers need to master the Step Up to Writing Program to provide access to the curriculum and to meet the various need of the students

**Action Step 1 5**

Complete professional development on resources and materials from Write to Learn and Step Up to Writing to support students with the writing process

**Person Responsible**

Iris Caro

**Schedule**

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

**Evidence of Completion**

- Provide artifacts of student writing - Provide student interactive journals (writing journals) that reflect student improvement in writing -Provide data that reflects an increase of student mastery in writing

**Plan to Monitor Fidelity of Implementation of G5.B1.S1 6**

- Provide and document professional development on resources and materials with Step Up to Writing to support students with the writing process
- Reflect on professional development trainings to monitor effectiveness

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

- Collaborate to review artifacts of student writing
- Collaborate to review student interactive journals (writing journals) that reflect student improvement in writing
- Collaborate and review data that reflects an increase of student mastery in writing

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7**

- Monitor and facilitate lesson planning of teachers collaborating the implementation of Step Up to Writing during professional development.
- Reflect on professional development trainings to monitor effectiveness

**Person Responsible**

**Schedule**


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

**Evidence of Completion**


- Collaborate to review artifacts of student writing
- Collaborate to review student interactive journals (writing journals) that reflect student improvement in writing
- Collaborate and review data that reflects an increase of student mastery in writing



**G5.B2** Limited knowledge of Write to Learn Program due to novelty **2**

 B144397

**G5.B2.S1** Continuous Professional development for 5th grade ELA teachers **4**

 S156560

**Strategy Rationale**

Teachers' exposure and use of Write to Learn will increase knowledge and mastery of computer based program.

**Action Step 1** **5**

Provide professional development for ELA 5th grade teachers

**Person Responsible**

Iris Caro

**Schedule**

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

***Evidence of Completion***

Coach's Logs, Agenda, attendance logs

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** **6**

Leadership team member will conduct classroom walk-through

**Person Responsible**

Carin White

**Schedule**

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

***Evidence of Completion***

Coach's Logs, Computer program usage reports, lesson plans

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Weekly walk-through of leadership team members

**Person Responsible**

Tiffany Emanuel-Wright

**Schedule**

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

**Evidence of Completion**

Student data report, Coach's logs

**G5.B2.S2 Write to Learn Instructional support for teachers** 4

 S156561

**Strategy Rationale**

Instructional support will increase implementation and develop mastery of program

**Action Step 1** 5

Provide support to teachers during Common Planning time

**Person Responsible**

Iris Caro

**Schedule**

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

**Evidence of Completion**

Coach's Logs, Agenda, Write to Learn usage reports,

**Plan to Monitor Fidelity of Implementation of G5.B2.S2** 6

Member of the Leadership Team will conduct walk-through,

**Person Responsible**

Carin White

**Schedule**

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

**Evidence of Completion**

Write to learn usage reports, lesson plans,

**Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7**

A member of the Leadership Team will conduct weekly classroom walk trough and

**Person Responsible**

Tiffany Emanuel-Wright

**Schedule**

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

**Evidence of Completion**

Student data, computer program base data

**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	Bimonthly PLCs	Burr, Sandra	8/18/2014	Meeting minutes, Early Release PLC presentations	6/5/2015 monthly
G1.B1.S2.A1	Based on teacher needs, Professional Development sessions will be conducted by school based Math Coach and More Knowledgeable Others to provide teachers with knowledge of best practices in their content area.	Burr, Sandra	8/18/2014	Attendance records, agenda, classroom artifacts showing evidence of implementation of PD during Leadership Team and District walk-throughs.	6/5/2015 monthly
G1.B2.S1.A1	Provide support to teachers during grade level Common Planning time.	Burr, Sandra	8/18/2014	Agendas, Lesson plans, Coach's Logs, CGA, FSA	6/5/2015 weekly
G1.B2.S2.A1	Teachers will come together as a grade level to discuss best practices and student data.	Burr, Sandra	8/18/2014	Documentation of attendance and highlights of focused group discussion.	6/5/2015 weekly
G1.B3.S1.A1	School based Math Coach will observe teachers' delivery of instruction utilizing GRRM to determine individualized needs.	Burr, Sandra	8/18/2014	Math Coach's anecdotal notes, logs, and teacher feedback during conferencing.	6/5/2015 monthly
G1.B3.S2.A1	School based Math Coach will determine model teachers of the GRRM based on classroom walk-throughs.	Burr, Sandra	8/18/2014	Anecdotal notes taken by school based Math Coach and Coach's logs	6/5/2015 monthly
G1.B4.S1.A1	STC, or More Knowledgeable Other, will assess teachers' knowledge and familiarity with technology.	Shaaber, Jennifer	8/18/2014	STC created Teacher Technology Survey	6/5/2015 one-time
G1.B4.S2.A1	More Knowledgeable Other will provide professional development covering district mandated programs, such as iReady, Achieve 3000 and Performance Matters.	Shaaber, Jennifer	8/18/2014	Attendance records, agenda	6/5/2015 quarterly
G2.B2.S1.A1	Ensuring that materials are in place for labs and experiments.	White, Carin	9/5/2014	Classroom labs will be fully stocked	6/5/2015 one-time
G4.B1.S1.A1	Professional Development on unwrapping the Common Core standards	Caro, Iris	8/18/2014	-Provide educators' unwrapping standard sheet to acquire knowledge and application to instruction -Provide evidence of aligned lesson plans that	6/5/2015 monthly

**Duval - 0821 - Love Grove Elementary School - 2014-15 SIP**  
*Love Grove Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				reflects the appropriate use of Common Core	
G4.B2.S1.A1	Provide professional development for Achieve 3000 and implementation of data collection to deliver instruction.	White, Carin	8/18/2014	Documentation of Common Planning, attendance records, Achieve 3000 classroom chart, data collection an analysis	6/5/2015 weekly
G4.B3.S1.A1	Provide support for teachers during Common Planning to monitor checkpoints for consistent use of diagnostic assessments	Caro, Iris	9/18/2014	Attendance records, agendas, monitoring checklists, data for diagnostic assessments	6/5/2015 quarterly
G4.B3.S2.A1	Provide professional development to increase the knowledge on the impact the data can have on differentiated instruction	Caro, Iris	8/18/2014	Data collection, plans and classroom chart of data driven rotation, attendance records of Common Planning, lesson plans with evidence of differentiated instruction, documentation of walk-through	6/5/2015 monthly
G5.B1.S1.A1	Complete professional development on resources and materials from Write to Learn and Step Up to Writing to support students with the writing process	Caro, Iris	8/18/2014	- Provide artifacts of student writing - Provide student interactive journals (writing journals) that reflect student improvement in writing -Provide data that reflects an increase of student mastery in writing	6/5/2015 weekly
G5.B2.S1.A1	Provide professional development for ELA 5th grade teachers	Caro, Iris	8/18/2014	Coach's Logs, Agenda, attendance logs	6/5/2015 weekly
G5.B2.S2.A1	Provide support to teachers during Common Planing time	Caro, Iris	8/18/2014	Coach's Logs, Agenda, Write to Learn usage reports,	6/5/2015 weekly
G1.B3.S1.A2	School based Math Coach, or More Knowledgeable Other, will model specific components of the GRRM.	Dobson, Wendy	8/18/2014	Lesson plans prepared by facilitator and participant, observation tool, feedback form	6/5/2015 one-time
G1.B3.S2.A2	Chosen model teacher will conduct a lesson utilizing the GRRM.	Burr, Sandra	8/18/2014	Lesson plans, observation tool, feedback form	6/5/2015 one-time
G1.B4.S1.A2	During grade level common planning time the STC, or More Knowledgeable Other, will provide training covering technological needs as noted on the teacher technology survey.	Shaaber, Jennifer	8/18/2014	Improved teacher familiarity with technology, exit tickets and home learning	6/5/2015 monthly
G4.B1.S1.A2	Professional Development and Coaching Cycles for Gradual Release	Caro, Iris	8/18/2014	-Provide student interactive journals that reflect appropriate use of gradual release -Documentation of Classroom observations -Documentation of Common Planning with grade levels to target the gradual release	6/5/2015 monthly
G1.B3.S1.A3	Classroom teacher will demonstrate acquired knowledge of selected GRRM component.	Burr, Sandra	8/18/2014	Math Coach's anecdotal notes, teacher's lesson plans, observation tool and feedback form	6/5/2015 one-time
G4.B1.S1.A3	Professional Development on utilizing data driven rotations to increase students' Common Core standard achievement	Caro, Iris	8/18/2014	Documentation of teachers' data notebook Documentation of rotational lesson plan Documentation of common planning	6/5/2015 monthly
G1.MA1	Common Planning agendas will be submitted, next steps will be documented, Coaches Logs will reflect Professional Development opportunities	Emanuel-Wright, Tiffany	8/18/2014	CGA, FSA, agendas, coaches logs, lesson plans	6/5/2015 weekly
G1.B1.S1.MA1	Weekly walk-throughs by a Leadership Team member.	Emanuel-Wright, Tiffany	8/18/2014	Classroom artifacts that reflect acquired teacher knowledge.	6/5/2015 weekly
G1.B1.S1.MA1	A member of the leadership team will be in attendance at all PLC meetings.	White, Carin	8/18/2014	Attendance records, meeting minutes and PLC presentations during Early Release	6/5/2015 monthly
G1.B2.S1.MA1	Walk-throughs conducted weekly by Leadership Team members.	Emanuel-Wright, Tiffany	8/18/2014	Lesson plans, lesson artifacts, CGA, FSA	6/5/2015 weekly

**Duval - 0821 - Love Grove Elementary School - 2014-15 SIP**

*Love Grove Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Leadership Team walk-throughs to check for implementation of strategies discussed and planned during Common Planning time.	White, Carin	8/18/2014	Lesson plans, Coach's logs, lesson artifacts, CGA, FSA	6/5/2015 weekly
G1.B3.S1.MA1	Observations conducted by school based coach, district specialist or More Knowledgeable Other to measure the effect of the implementation of best practices.	Emanuel-Wright, Tiffany	8/18/2014	Anecdotal notes taken by the school based Math Coach, district specialist or More Knowledgeable Other.	6/5/2015 one-time
G1.B3.S1.MA1	School based Math Coach will observe selected classroom teacher utilizing specified components of the GRRM.	White, Carin	8/18/2014	School based Math Coach's anecdotal notes	6/5/2015 one-time
G1.B4.S1.MA1	Teachers will complete a technology survey indicating current confidence in their own technology skills.	Emanuel-Wright, Tiffany	8/18/2014	Improved teacher competence in utilizing technology.	6/5/2015 every-6-weeks
G1.B4.S1.MA1	STC, or MKO, will conference with teachers about learned technology skills and future needs.	White, Carin	8/18/2014	Anecdotal notes	6/5/2015 every-6-weeks
G1.B1.S2.MA1	Weekly walk-throughs by Leadership Team members.	Emanuel-Wright, Tiffany	8/18/2014	Classroom artifacts showing acquired teacher knowledge.	6/5/2015 weekly
G1.B1.S2.MA1	A member of the Leadership Team will conduct weekly classroom walk throughs.	White, Carin	8/18/2014	Classroom artifacts that show acquired teacher knowledge.	6/5/2015 weekly
G1.B2.S2.MA1	A member of the Leadership Team will provide guidance as necessary for targeted outcome.	Emanuel-Wright, Tiffany	8/18/2014	Anecdotal notes taken by Leadership Team member.	6/5/2015 monthly
G1.B2.S2.MA1	A member of the Leadership Team will attend grade level Common Planning time.	White, Carin	8/18/2014	Anecdotal notes by Leadership Team member.	6/5/2015 monthly
G1.B3.S2.MA1	A member of the leadership team will observe the novice teacher's application of their newly acquired knowledge.	Emanuel-Wright, Tiffany	8/18/2014	Anecdotal notes of the leadership team member, observation tool, novice teacher's lesson plans and feedback form	6/5/2015 one-time
G1.B3.S2.MA1	School based Math Coach will conference with novice teacher during the model teacher's lesson.	White, Carin	8/18/2014	Observation tools, feedback forms, Coach's logs and model teacher's lesson plans	6/5/2015 one-time
G1.B4.S2.MA1	Leadership team member walk-through	Emanuel-Wright, Tiffany	8/18/2014	Implementation of data driven centers as noted in teacher lesson plans and as observed during classroom walk-throughs.	6/5/2015 weekly
G1.B4.S2.MA1	Teachers will effectively use scheduled planning time to navigate and utilize district mandated online programs.	White, Carin	8/18/2014	More effective classroom instruction.	6/5/2015 daily
G2.MA1	Formative data, both informal and formal will be collected and reviewed throughout the year to determine progress with meeting this goal. Specifically, observation feedback from experiments, STEAM, CGAs and checks for understanding will be utilized.	White, Carin	9/5/2014	Science Teachers will maintain an individualized student data monitoring sheet as well as a class profile data monitoring sheet that will be due at the end of each quarter when quarterly grades are submitted.	6/5/2015 quarterly
G2.MA2	The district Science specialist will also provide quarterly feedback on our CGA progress towards meeting our targets for the year.	Stallworth, Terri	10/20/2014	Performance Matters data tracking and trends provided by the Science specialist will demonstrate whether progress is being made towards meeting the selected targets.	6/5/2015 one-time
G2.B2.S1.MA1	[no content entered]			once	
G2.B2.S1.MA1	[no content entered]			once	
G3.MA1	To support progress towards meeting this target/goal, CGAs and i-Ready data for ESE students on general	Moore, Meghan	9/5/2014	The evidence that will be collected to demonstrate the goal is being monitored and progress is being made	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	standards will be closely monitored and tracked to validate the mainstreaming process. In addition, students on Access Points who exhibit performance that supports a transition to general standards will be exposed to Florida Standards.			toward the selected targets will include ESE and VE teacher data from CGAs, i-Ready and teacher-generated assessments.	
G4.MA1	Discussion of data analysis through Common Planning at each grade level and the leadership team reports.	Emanuel-Wright, Tiffany	8/18/2014	CGAs, FSA scores, DAR assessments, iReady, Achieve 3000, Barton	6/5/2015 weekly
G4.B1.S1.MA1	Classroom observations to monitor implementation of text complexity Reflect on collected data and document reflective and active discussions	Emanuel-Wright, Tiffany	8/18/2014	Observation logs Student interactive journals that reflect appropriate use of text complexity Grade level data of student mastery	6/5/2015 weekly
G4.B1.S1.MA1	-Collaborate to review unpacking the CC standards sheet and alignment to instruction reflected on the lesson plan -Document debriefing meeting of classroom observations to reflect on Gradual Release implementation - Document collaboration of grade level data review for student mastery	White, Carin	8/18/2014	-Provide and document professional development on the specific areas - Reflect on professional development trainings to monitor effectiveness via classroom observations	6/5/2015 weekly
G4.B2.S1.MA1	Leadership walk-through, analysis of data and reports during Common Planning with Instructional Coach,	Emanuel-Wright, Tiffany	8/18/2014	Computer generated reports and student data collection and Achieve 3000 classroom chart	6/5/2015 weekly
G4.B2.S1.MA1	Leadership team walk troughs, common planning discussion of implementation and data analysis,	White, Carin	8/18/2014	Achieve 3000 monitoring assessments and computer data generated reports	6/5/2015 weekly
G4.B3.S1.MA1	Teachers will collect data from monitoring assessments, observations of data drive rotations	Emanuel-Wright, Tiffany	8/18/2014	Use of monitoring checklists, data collection, data driven rotations	6/5/2015 one-time
G4.B3.S1.MA1	The Instructional Coach and/or member of Leadership team will have discussions with grade levels to debrief on deadlines and checkpoint for monitoring purposes	White, Carin	8/18/2014	Common Planing records, monitoring checklist and data collection	6/5/2015 quarterly
G4.B3.S2.MA1	Leadership team member will conduct weekly classroom walk-through to monitor the implementation of data drive rotations	Emanuel-Wright, Tiffany	8/18/2014	Classroom data driven rotations, data collection and monitoring,	6/5/2015 one-time
G4.B3.S2.MA1	Leadership Team walk-through to check implementation of data drive rotation	White, Carin	8/18/2014	Lesson plans that reflect rotations based on data, data collection, Coach's logs, walk-through	6/5/2015 weekly
G5.MA1	-Monitor and facilitate lesson planning of teachers collaborating the implementation of Write to Learn and Step Up to Writing during professional development. -Reflect on professional development trainings to monitor effectiveness -Ensure effective implementation of text-based writing with citing of evidence -Ensure effective use and understanding of the 10-point informative and explanatory writing rubrics	Emanuel-Wright, Tiffany	8/18/2014	-Collaborate to review artifacts of student writing -Collaborate to review student interactive journals (writing journals) that reflect student improvement in writing -Collaborate and review data that reflects an increase of student mastery in writing	6/5/2015 weekly
G5.B1.S1.MA1	-Monitor and facilitate lesson planning of teachers collaborating the implementation of Step Up to Writing during professional development. - Reflect on professional development trainings to monitor effectiveness		8/18/2014	-Collaborate to review artifacts of student writing -Collaborate to review student interactive journals (writing journals) that reflect student improvement in writing -Collaborate and review data that reflects an increase of student mastery in writing	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.MA1	-Provide and document professional development on resources and materials with Step Up to Writing to support students with the writing process -Reflect on professional development trainings to monitor effectiveness		8/18/2014	-Collaborate to review artifacts of student writing -Collaborate to review student interactive journals (writing journals) that reflect student improvement in writing -Collaborate and review data that reflects an increase of student mastery in writing	6/5/2015 weekly
G5.B2.S1.MA1	Weekly walk-through of leadership team members	Emanuel-Wright, Tiffany	8/18/2014	Student data report, Coach's logs	6/5/2015 weekly
G5.B2.S1.MA1	Leadership team member will conduct classroom walk-through	White, Carin	8/18/2014	Coach's Logs, Computer program usage reports, lesson plans	6/5/2015 weekly
G5.B2.S2.MA1	A member of the Leadership Team will conduct weekly classroom walk through and	Emanuel-Wright, Tiffany	8/18/2014	Student data, computer program base data	6/5/2015 weekly
G5.B2.S2.MA1	Member of the Leadership Team will conduct walk-through,	White, Carin	8/18/2014	Write to learn usage reports, lesson plans,	6/5/2015 biweekly

## 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 the percent of proficiency (3 or above) on the Spring 2015 FSA by 23% at each grade level (3-5) for Mathematics through intensive professional development with Common Core and the Math Florida Standards (MAFS), implementation of district mandated frameworks and resources and consistent analysis of data (CGAs, i-Ready) to drive instruction. Increase the percent of proficiency (4 or above) on the Spring 2015 FAA by 4% at the fourth grade level for Mathematics.

**G1.B1** Need for further professional development and continued support in the use of intervention resources.

**G1.B1.S1** PLCs will be conducted bimonthly.

### PD Opportunity 1

Bimonthly PLCs

#### Facilitator

Sandra Burr, School-based Math Coach, PLC Chairperson

#### Participants

Select teachers forming a vertical team.

#### Schedule

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

**G1.B1.S2** Scheduled Professional Development sessions

### PD Opportunity 1

Based on teacher needs, Professional Development sessions will be conducted by school based Math Coach and More Knowledgeable Others to provide teachers with knowledge of best practices in their content area.

#### Facilitator

Sandra Burr, School based Math Coach Wendy Dobson, District Math Specialist Grade level Math Lead Teachers

#### Participants

K - 5 Math teachers

#### Schedule

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



**G1.B2** New structures and routines have been implemented in which teachers need guidance and support.

**G1.B2.S1** Assistance will be given by the Math Coach during Common Planning time at targeted grade levels with a focus and an outcome.

**PD Opportunity 1**

Provide support to teachers during grade level Common Planning time.

**Facilitator**

Sandra Burr, School Based Math Coach

**Participants**

All teachers: Kindergarten - 5th grade

**Schedule**

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

**G1.B2.S2** The teachers have a built in Common Planning time at least once per week.

**PD Opportunity 1**

Teachers will come together as a grade level to discuss best practices and student data.

**Facilitator**

Sandra Burr, School-based Math Coach Wendy Dobson, District Specialist Math Lead Teacher

**Participants**

K - 5 Math Teachers

**Schedule**

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

**G1.B3** Consistency in the understanding of the expectations of the Gradual Release of Responsibility Model

**G1.B3.S1** Scaffolded instruction of the GRRM and monitoring of teacher implementation.

**PD Opportunity 1**

School based Math Coach, or More Knowledgeable Other, will model specific components of the GRRM.

**Facilitator**

Sandra Burr, School based Math Coach Wendy Dobson, District Math Coach More Knowledgeable Other

**Participants**

Selected classroom teachers

**Schedule**

On 6/5/2015

**PD Opportunity 2**

Classroom teacher will demonstrate acquired knowledge of selected GRRM component.

**Facilitator**

Sandra Burr, School based Math Coach

**Participants**

Selected classroom teachers

**Schedule**

On 6/5/2015

**G1.B3.S2** Experienced grade level teachers will model the complete GRRM for novice peers.

**PD Opportunity 1**

Chosen model teacher will conduct a lesson utilizing the GRRM.

**Facilitator**

Sandra Burr, School based Math Coach Selected model teacher

**Participants**

Novice teacher

**Schedule**

On 6/5/2015

**G1.B4** Limited knowledge of proper use of technology resources.

**G1.B4.S1** Grade level common planning sessions will be utilized for content specific training conducted by the STC or More Knowledgeable Other.

**PD Opportunity 1**

During grade level common planning time the STC, or More Knowledgeable Other, will provide training covering technological needs as noted on the teacher technology survey.

**Facilitator**

Jennifer Shaaber - STC More Knowledgeable Other (on grade level)

**Participants**

Grade level teachers

**Schedule**

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

**G1.B4.S2** Scheduled Professional Development for the use of district required online programs.

**PD Opportunity 1**

More Knowledgeable Other will provide professional development covering district mandated programs, such as iReady, Achieve 3000 and Performance Matters.

**Facilitator**

MKO as determined by program covered at time of PD

**Participants**

Specified Classroom Teachers

**Schedule**

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

**G4.** Increase the percent of proficiency on the Spring 2015 FSA by 15% in 3rd, 4th and 5th grade for Reading through intensive professional development with Common Core and the Language Arts Florida Standards (LAFS), implementation of district mandated frameworks and resources and consistent analysis of data (CGAs, i-Ready, Achieve 3000) to drive instructional implementation.

**G4.B1** Limited familiarity of curriculum guides and basic knowledge of Common Core through the use of Gradual Release.

**G4.B1.S1** Provide professional development for Common Core standards and Gradual Release techniques.

**PD Opportunity 1**

Professional Development on unwrapping the Common Core standards

**Facilitator**

District Reading Specialist: Brenda Mathisen, School Based Reading Coach: Iris B. Caro

**Participants**

Third-fifth grade teachers

**Schedule**

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

## PD Opportunity 2

Professional Development and Coaching Cycles for Gradual Release

### Facilitator

District Reading Specialist: Brenda Mathisen; School Based Reading Coach: Iris Caro

### Participants

Third- Fifth Grade Teachers

### Schedule

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

## PD Opportunity 3

Professional Development on utilizing data driven rotations to increase students' Common Core standard achievement

### Facilitator

District Reading Specialist: Brenda Mathisen; School Based Reading Coach: Iris Caro

### Participants

Third-Fifth Grade Teachers

### Schedule

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

**G4.B2** Inconsistent use of reading based program and novelty of Achieve 3000. A need for data analysis provided by reading computer based program to drive instruction.

**G4.B2.S1** Provide professional development and monitoring of implementation of Achieve 3000

## PD Opportunity 1

Provide professional development for Achieve 3000 and implementation of data collection to deliver instruction.

### Facilitator

District Reading Specialist: Brenda Mathisen; Instructional Coach: Iris Caro

### Participants

Third- Fifth Grade teachers

### Schedule

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

**G4.B3** Inconsistent implementation of diagnostic assessments through the school year to identify specific areas of need and differentiate instruction based on data.

**G4.B3.S1** Provide specific deadlines and checkpoints to monitor for consistent use of diagnostic assessments

**PD Opportunity 1**

Provide support for teachers during Common Planning to monitor checkpoints for consistent use of diagnostic assessments

**Facilitator**

District REading Specialist: Brenda Mathisen, Instructional Coach: Iris Caro

**Participants**

Third-Fifth Grade Teachers

**Schedule**

Quarterly, from 9/18/2014 to 6/5/2015

**G4.B3.S2** Provide Professional Development on data analysis to drive instruction

**PD Opportunity 1**

Provide professional development to increase the knowledge on the impact the data can have on differentiated instruction

**Facilitator**

District Reading: Brenda Mathis; Instructional Coach: Iris Caro

**Participants**

Third-Fifth Grade Teachers

**Schedule**

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

**G5.** Increase the percent of proficiency (4 or above) on the Spring 2015 FSA by 27% in 4th and 5th grade for Writing through the utilization and implementation of Write Score, curriculum imbedded writing utilizing the writing process and response to literature. Increase the percent of proficiency (4 or above) on the Spring 2015 FAA by 4% in 4th and 5th grade for Writing through modeling and integrated writing curriculum.

**G5.B2** Limited knowledge of Write to Learn Program due to novelty

**G5.B2.S1** Continuous Professional development for 5th grade ELA teachers

**PD Opportunity 1**

Provide professional development for ELA 5th grade teachers

**Facilitator**

District Reading Specialist: Brenda Mathisen; Reading Coach: Iris Caro

**Participants**

Fifth Grade ELA Teachers

**Schedule**

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

**G5.B2.S2** Write to Learn Instructional support for teachers

**PD Opportunity 1**

Provide support to teachers during Common Planing time

**Facilitator**

District Reading Specialist: Brenda Mathis; School Base Reading Coach: Iris Caro

**Participants**

Fifth Grade ELA Teaches

**Schedule**

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

## Technical Assistance Items

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



## Budget Rollup

### Summary

Description	Total
Grand Total	0