

Duval County Public Schools

# Love Grove Elementary School



2015-16 School Improvement Plan

## Love Grove Elementary School

2446 UNIVERSITY BLVD S, Jacksonville, FL 32216

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	70%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	71%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	F	D	C

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 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-wide discipline plan, Positive Behavior Plan (PBIS), and Safe Schools 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.
- \*Procedures for contacting Full Services Systems (FSS), Department of Children & Families (DCF), Daniel, and other services to support student well-being.



**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 2015-2016 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 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
	K	1	2	3	4	5	
Attendance below 90 percent	2	2	2	0	0	1	7
One or more suspensions	2	0	0	0	3	3	8
Course failure in ELA or Math	4	1	0	1	0	0	6
Level 1 on statewide assessment	0	0	0	1	12	0	13
	0	0	0	0	0	0	
	0	0	0	0	0	0	

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

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	1	1	2	2	6

**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 23, 2015. The RTI Leadership team will meet bi-weekly, beginning October 13, 2015 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. Instruction before and after the school day will focus on Tier 2, and 3 interventions. Students in the bottom quartile receive intensive interventions during this time outside of the instructional day. 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.

The Five organizations are as follows:

\*Florida First Coast Insurance Group and State Farm Insurance - sponsored our hang tags and provided an in-kind monetary donation

\*Care Spot - sponsored our hang tags (2014-15 and 2015-16)

\*Jacksonville Baptist Association - sponsored our hang tags (2014-15 and 2015-16), sponsored our pre-planning breakfast (2014-15 and 2015-16), provides a sound system for our character parade (2014-15) and flag raising (2014-15 and 2015-16)

\*New Journey Church - sponsored our hang tags (2014-15 and 2015-16), sponsored our pre-planning breakfast (2014-15 and 2015-16), funded All Pro Dads program at Love Grove (2015-16), sponsored a mentoring program at Love Grove (2015-16)

\*Florida Baptist Children's Homes - sponsored our hang tags (2015-16), funded "Backpack Blessings" at Love Grove (2014-15 and 2015-16), campus beautification, TOY Committee representation, school supplies, food pantry, Thanksgiving and Christmas baskets for families, and more.

Also, the Love Grove Parent/Teacher Association (PTA) was re-instated for the 2014-15 school year after having been inactive for two years, and will continue for the 2015-16 with a new President and Treasurer. Furthermore, to support school and student achievement, several parent involvement activities have been planned to increase school community and 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), FOCUS workshops for Parents, Wellness Night (parents & students), Blended Learning (parents), Grade-level performances in conjunction with PTA general meeting, Polar Express Day, Grandparents Luncheon, Mother's Day and Father's Day Breakfast, Fall & Spring Carnival, Character Parade, Reading Celebration, 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:**

Name	Title
Emanuel-Wright, Tiffany	Principal
White, Carin	Assistant Principal
Summers, Janet	Guidance Counselor
Burr, Sandra	Instructional Coach
Farmer, Sarah	Teacher, ESE
Goldstein, Janet	Instructional Coach

**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.

Sarah Farmer, ESE Lead Teacher - 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 common planning, 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 Monday from 11:30AM to 1:00PM, with additional meetings to plan early release day professional development and school-wide events and problem-solving, as necessary.

**School Advisory Council (SAC)****Membership:**

Name	Stakeholder Group
Brian K. Jones	Business/Community
Kathryn Jackson	Parent
Preston Shaaber	Business/Community
Roberta Clanin	Teacher
Tiffany Emanuel-Wright	Principal
Nabila Elias	Education Support Employee
Jill Duffy	Teacher
Shelly Baughman	Parent
Nayda Clavell-Gonzalez	Parent
Latrice Carmichael	Parent
Lynn Cooper	Business/Community
Jeff Litton	Business/Community
Chad Carlson	Teacher
Autumn Veahman	Teacher
Janet Summers	Education Support Employee

**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 School Advisory Council (SAC) which will meet on Tuesday, September 22, 2015 will review last year's SIP and make recommendations for school year 2015-2016. The draft SIP will be reviewed and discussed at this 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 14, 2015. 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 Mimios for all classroom teachers (interactive white board devices) and to allow for one placement in every classroom grades pre-Kindergarten through Fifth grade. Five interactive "clicker" systems were also purchased to be shared on each grade level. The amount budgeted for each project are as follows:  
 Five Mimios with interactive clickers - School Improvement Funds  
 Twenty-Five Mimios - School Improvement Funds  
 Twenty-Five Laptop Stands for the Computer Lab - 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 22, 2015 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:**

Name	Title
Emanuel-Wright, Tiffany	Principal
White, Carin	Assistant Principal
Dickinson, Nicole	Teacher, Adult
Goldstein, Janet	Instructional Coach
Serrano, Kyla	Teacher, K-12
Nicholson, Natalie	Teacher, K-12

**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 pertinent information is discussed and shared with 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 with comprehension on a daily basis. Students engage in purposeful independent reading daily within their ELA instructional block. Students maintain interactive reading journals, reading/reflection 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 lessons to support mastery and retention of specified vocabulary. This component is instrumental in building and sustaining vocabulary school-wide.

Students also meeting Reading goals through Achieve 3000 which promotes daily usage and effective lesson completion. School-wide incentives have been developed by the Reading Coach to activate learning and friendly competition between grade levels.

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 (Administratively-Directed and Teacher-Directed)

Professional Learning Communities and Professional Learning Communities at Work (DuFour Book Study)

Early Release Day trainings

Collaborative Planning with Teachers from neighboring schools (Regional PLCs)

Teachers observing Teachers within the building (Instructional Rounding)

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**

Teachers who are new to Love Grove are immediately assigned a mentor teacher. New teachers will also complete the M.I.N.T. (Mentoring and Induction for Novice Teachers) program, and a new teacher Individual Professional Development Plan will be completed to develop individual new teacher professional goals. Participation in professional development and collaboration is 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 (New Teacher Mentor)  
Janet Goldstein, Reading Coach (New Teacher Mentor)  
Dashan Person, Math Specialist  
Victoria Taylor, Reading Specialist  
Terri Stallworth, Science Specialist  
Teresa Carter, New Teacher Mentor  
Jill Duffy, New Teacher Mentor  
Jan Summers (Guidance Counselor), New Teacher Mentor  
Maureen Andrews, New Teacher Mentor  
Anne Mikesell, 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.

Paige Bergelt - Kindergarten Teacher (Mentor, Teresa Carter) 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.

Rica Brown - Varying Exceptionalities Teacher (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.

Nayda Clavell - SLA Teacher (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.

Sarah Farmer - ESE Lead Teacher (Mentor, Jan Summers) Mentee and Mentor will meet weekly to discuss ESE student concerns, MRT, IEP needs and ESE teacher support.

Rita Larson - 5th Grade Teacher (Mentor, Dawn Burr) 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 - 4th Grade Teacher (Mentor, Iris Caro) 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.

Lisa Vincent - 5th Grade Teacher (Mentor, Iris Caro) 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.

Jessica Westberry - Kindergarten Teacher (Mentor, Anne Mikesell) 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 new Curriculum (Duval Reads & Duval Math), 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 resources provided in the curriculum guides through FOCUS, the Teacher Academy and access CPALMs.org and/or EngageNY.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 and center rotations based on Multi-Tiered Systems of Support (MTSS). 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 and Reading/Math Interventionists also provide modified push in instruction to support students with specific deficiencies in learning and intensive interventions respectively.

### ***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:** Before School Program

**Minutes added to school year:** 30

Before school blended learning utilizing i-Ready to reinforce student application skills in Reading and Math, increase purposeful usage and effective lesson completion.

**Strategy Rationale**

The strategy has been tested and used by other schools in the district and has resulted in increased student achievement in 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**

Blended Learning programs will be used to track student data during the school year as a prior to state testing. At year end, state testing results will determine if increased student proficiency in Reading and Math was evident.

**Strategy:** After School Program

**Minutes added to school year:** 60

After school tutoring (3:00PM-4:00PM) 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**

After school tutoring has proven to be a successful extended learning strategy that has led to increased learning gains within 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 on the Friday before the first day of school followed by an Open House during the third week of school. These events allow students and parents to meet teachers, administrators and staff to learn more about the school, and understand academic expectations. FAIR/FLKRS (Work Sampling System) for Kindergarten and baseline testing for K through 5th grade is completed within the first 30 days of school. The data is analyzed to determine student readiness and develop instructional tier 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

**Needs Assessment**

**Problem Identification**

**Data to Support Problem Identification**

**Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

**Data Uploads**

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

The following documents were submitted as evidence for this section:

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**Problem Identification Summary**

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

Points of Strength:

FSA

80.3 % of 3rd grade students are above quintile in Reading

FCAT Science

50% proficiency (+10%)

Achieve 3000

Current Readiness Forecast

2% Exceeds (+1%)

15% Meets (+8%)

52% Approaches (+14%)

31% Below (-24%)

I-Ready Reading

48% On Level or Above

40% 1 Level Below/On Level

13% 1 Level Below (Tier 3)

I-Ready Math

44% On Level or Above

46% 1 Level Below/On Level

10% 1 Level Below (Tier 3)

Areas of Need:

Increasing student achievement/proficiency in Reading, Math & Writing. Expect to see growth once 2014-15 FSA results are released.

Update: FSA T Scores (received 9/30/2015)

FSA ELA

Grade 3 - 48

Grade 4 - 45

Grade 5 - 47

FSA Math

Grade 3 - 47

Grade 4 - 44

Grade 5 - 46

Increase percentage of students On or Above Level in I-Ready Reading and Math

Increase percentage of students Meeting or Exceeding current readiness forecast in Achieve 3000

### Problem Analysis Summary

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

Strategies to combat the "why" or root causes for Areas of Need:

Navigate Duval Reads:

Core Knowledge and Expeditionary Learning

Navigate Duval Math:

Eureka incorporating the curriculum guides and instructional framework

Unpack Florida Standards utilizing the EQUIP Protocol

Increase Classroom Walkthroughs utilizing the Excellent Instruction "Look Fors" and reinforcing the 4 Pillars of Excellent Instruction with a focus on the Shifts in Practice

Implement weekly teacher-directed and administrator-directed common planning with a specific skill or strategy focus

Implement consistent progress monitoring with feedback from administration, coaches and specialists

## 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.** If LGE conducts intensive PD utilizing the Math Florida Standards (MAFS), implementation of district mandated frameworks and resources and consistent analysis of data (Assessments, i-Ready) to drive instruction, then we will increase the percent of proficiency (3 or above) on the Spring 2015 and Spring 2016 FSA by 23% at each grade level (3-5) for Mathematics. Increase the percent of proficiency (4 or above) on the Spring 2015 FAA by 4% at the fourth grade level for Mathematics.
- G2.** If LGE ensures increased collaboration with regional Science teachers, rigorous and consistent labs, increased student engagement and consistent Science specialist support, then we will Increase the percent of proficiency (3 or above) on the Spring 2016 FCAT 2.0 by 15% for 5th grade Science.
- G3.** If LGE ensures that ESE teachers are collaborating and common planning with general education teachers, emphasizing Florida Standards in professional development, and increasing rigor and student expectations, then we will Increase the percentage of ESE students on general standards mainstreaming and transitioning to general education classroom settings.
- G4.** If LGE conducts intensive professional development utilizing Language Arts Florida Standards (LAFS), implements district mandated frameworks and resources and consistent analysis of data (Assessments, i-Ready, Achieve 3000) to drive instruction, then we will Increase the percent of proficiency on the Spring 2015 FSA and Spring 2016 by 15% in 3rd, 4th and 5th grade for Reading.
- G5.** If LGE ensures that Blended Learning occurs daily in every classroom, then we will increase the percent of proficiency with Blended Learning systems(on or above level) of General Education students with i-Ready Reading and Math and Achieve 3000, and increase the percent of proficiency with Blended Learning systems (on or above level) of ESE students with i-Ready Reading and Math and Achieve 3000.

## 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.** If LGE conducts intensive PD utilizing the Math Florida Standards (MAFS), implementation of district mandated frameworks and resources and consistent analysis of data (Assessments, i-Ready) to drive instruction, then we will increase the percent of proficiency (3 or above) on the Spring 2015 and Spring 2016 FSA by 23% at each grade level (3-5) for Mathematics. Increase the percent of proficiency (4 or above) on the Spring 2015 FAA by 4% at the fourth grade level for Mathematics. 1a

 G071750

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	60.0

**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 8/23/2015 to 6/10/2016

**Evidence of Completion**

District & Module Assessments, Blended Learning, FSA, agendas, coaches logs, lesson plans

**G2.** If LGE ensures increased collaboration with regional Science teachers, rigorous and consistent labs, increased student engagement and consistent Science specialist support, then we will increase the percent of proficiency (3 or above) on the Spring 2016 FCAT 2.0 by 15% for 5th grade Science. 1a

G071751

**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 8/23/2015 to 6/10/2016

**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 District Assessment 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.** If LGE ensures that ESE teachers are collaborating and common planning with general education teachers, emphasizing Florida Standards in professional development, and increasing rigor and student expectations, then we will increase the percentage of ESE students on general standards mainstreaming and transitioning to general education classroom settings. 1a

G071752

**Targets Supported** 1b

Indicator	Annual Target
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AMO Reading - SWD

**Resources Available to Support the Goal** 2

- Unique Learning System-a comprehensive curriculum that provides integrated, differentiated, interactive, and standards-based lessons for all content areas for students with significant disabilities.
- Core Curriculum Guides- district provided curriculum guide to access the Common Core Standards for Reading instruction: a. Reading Mastery-promotes direct instruction to help students develop into fluent, independent, and highly successful readers b. PCI Reading-3 level program that incorporates high frequency words within a comprehensive program of instruction, practice and assessment. c. Number Worlds-built on standards, a hands-on math intervention program that incorporates real world applications d. Vizzle-digital resource center where teachers create individualized, interactive, standards-based lessons that provides teachers with immediate performance data
- 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 FCRR - Teacher tools to support foundational skills

**Targeted Barriers to Achieving the Goal** 3

- Limited familiarity of curriculum guides and basic knowledge of Common Core through the use of Gradual Release. a. Appropriately assessing individual students and developing differentiated lessons that are appropriate for varying learning styles, abilities and performance levels and taught within a small and/or large group setting.
- 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. a. More familiarity with access points, instructional targets and curricular resources in order to provide systematic and strategic instruction for all students



**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**

Janet Summers

**Schedule**

Quarterly, from 8/23/2015 to 6/10/2016

***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 District Assessments, i-Ready and teacher-generated assessments. Person Responsible: Sarah Farmer, ESE Lead

**G4.** If LGE conducts intensive professional development utilizing Language Arts Florida Standards (LAFS), implements district mandated frameworks and resources and consistent analysis of data (Assessments, i-Ready, Achieve 3000) to drive instruction, then we will increase the percent of proficiency on the Spring 2015 FSA and Spring 2016 by 15% in 3rd, 4th and 5th grade for Reading. 1a

G071753

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	62.0

**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 8/23/2015 to 6/10/2016

**Evidence of Completion**

District Assessments, Blended Learning, FSA scores, DAR assessments, iReady, Achieve 3000, Barton

**G5.** If LGE ensures that Blended Learning occurs daily in every classroom, then we will increase the percent of proficiency with Blended Learning systems (on or above level) of General Education students with i-Ready Reading and Math and Achieve 3000, and increase the percent of proficiency with Blended Learning systems (on or above level) of ESE students with i-Ready Reading and Math and Achieve 3000.

1a

G071754

**Targets Supported** 1b

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

- Blended Learning Folder
- Computer Lab, laptop carts and classroom desktops
- I-Ready Toolkit
- Professional Development

**Targeted Barriers to Achieving the Goal** 3

- Limited knowledge of Blended Learning Programs
- Limited knowledge of i-Ready resources and reports

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

- Monitor and facilitate Blended Learning usage
- Reflect on professional development trainings to monitor effectiveness
- Ensure effective implementation of i-Ready and Achieve 3000
- Ensure effective use i-Ready Toolkit and Achieve stretch articles

**Person Responsible**

Tiffany Emanuel-Wright

**Schedule**

Weekly, from 8/23/2015 to 6/10/2016

**Evidence of Completion**

- Collaborate to review blended learning results -Collaborate to review student fidelity with usage and lesson completion -Collaborate and review data that reflects an increase of student mastery with skills and increased lexiles

## Action Plan for Improvement

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

### Problem Solving Key


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

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


**G1.** If LGE conducts intensive PD utilizing the Math Florida Standards (MAFS), implementation of district mandated frameworks and resources and consistent analysis of data (Assessments, i-Ready) to drive instruction, then we will increase the percent of proficiency (3 or above) on the Spring 2015 and Spring 2016 FSA by 23% at each grade level (3-5) for Mathematics. Increase the percent of proficiency (4 or above) on the Spring 2015 FAA by 4% at the fourth grade level for Mathematics. **1**

 G071750

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

 B187059

**G1.B1.S1** Weekly Common Planning: Teacher Directed & Administration Directed **4**

 S198485

### Strategy Rationale

Providing curriculum articulation and increase teacher knowledge and effectiveness with the new curriculum/content-area expectations.

### Action Step 1 **5**

Weekly Common Planning

#### Person Responsible

Sandra Burr

#### Schedule

Weekly, from 8/31/2015 to 6/10/2016

#### Evidence of Completion

Common Planning Agenda and lesson implementation by teachers

**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

S198486

**Strategy Rationale**

Teachers will explore best practices to support effective lesson plan implementation, develop targeted Tier 2/3 intervention resources and align performance 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

 B187060

**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

 S198487

**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

 S198488

### **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**

 B187061

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

 S198489

**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

S198490

### 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

B187062

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

S198491

**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

 S198492

**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.** If LGE ensures increased collaboration with regional Science teachers, rigorous and consistent labs, increased student engagement and consistent Science specialist support, then we will Increase the percent of proficiency (3 or above) on the Spring 2016 FCAT 2.0 by 15% for 5th grade Science. 1

 G071751

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

 B187064

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

 S198493

**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.** If LGE conducts intensive professional development utilizing Language Arts Florida Standards (LAFS), implements district mandated frameworks and resources and consistent analysis of data (Assessments, i-Ready, Achieve 3000) to drive instruction, then we will increase the percent of proficiency on the Spring 2015 FSA and Spring 2016 by 15% in 3rd, 4th and 5th grade for Reading. **1**

 G071753

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

 B187068

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

 S198498

### 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**

Weekly Common Planning

#### Person Responsible

Iris Caro

#### Schedule

Monthly, from 8/31/2015 to 6/10/2016

#### 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, Early Release Day training, and Coaching Cycles

**Person Responsible**

Iris Caro

**Schedule**

Monthly, from 8/31/2015 to 6/10/2016

**Evidence of Completion**

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

**Action Step 3** 5

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

**Person Responsible**

Iris Caro

**Schedule**

Monthly, from 8/31/2015 to 6/10/2016

**Evidence of Completion**

Documentation of teacher student data  
Documentation of differentiated lesson plans  
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

 B187069

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

 S198499

### 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

 B187070

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

 S198500

**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

 S198501

**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.** If LGE ensures that Blended Learning occurs daily in every classroom, then we will increase the percent of proficiency with Blended Learning systems(on or above level) of General Education students with i-Ready Reading and Math and Achieve 3000, and increase the percent of proficiency with Blended Learning systems (on or above level) of ESE students with i-Ready Reading and Math and Achieve 3000. 1

 G071754

**G5.B1** Limited knowledge of Blended Learning Programs 2

 B187071

**G5.B1.S1** Provide continuous professional development and resources for Blended Learning 4

 S198502

**Strategy Rationale**

Teachers need to master Blended Learning Programs to provide access to the resources and meet the various need of the students

**Action Step 1 5**

Complete professional development on resources and materials to support Blended Learning

**Person Responsible**

Tiffany Emanuel-Wright

**Schedule**

Weekly, from 8/23/2015 to 6/10/2016

**Evidence of Completion**

- Provide training and support with reports and data - Provide technology and technological support -Provide expectations for usage and assessments

**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 i-Ready resources and reports** 2

 B187072

**G5.B2.S1 Continuous Professional development for all teachers** 4

 S198503

**Strategy Rationale**

Teachers' exposure and use of Blended Learning programs will increase knowledge and mastery of i-Ready and Achieve 3000.

**Action Step 1** 5

Provide professional development for all teachers

**Person Responsible**

Tiffany Emanuel-Wright

**Schedule**

Weekly, from 8/23/2015 to 6/10/2016

***Evidence of Completion***

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 I-Ready and Achieve 3000 Instructional support for teachers** 4

 S198504

**Strategy Rationale**

Instructional support will increase implementation, data analysis and develop mastery of program

**Action Step 1** 5

Provide support and analysis to teachers during Common Planning

**Person Responsible**

Tiffany Emanuel-Wright

**Schedule**

Weekly, from 8/23/2015 to 6/10/2016

**Evidence of Completion**

Agenda, Blended Learning 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	Weekly Common Planning	Burr, Sandra	8/31/2015	Common Planning Agenda and lesson implementation by teachers	6/10/2016 weekly
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	Weekly Common Planning	Caro, Iris	8/31/2015	-Provide educators' unwrapping standard sheet to acquire knowledge and application to instruction -Provide evidence of aligned lesson plans that	6/10/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				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 to support Blended Learning	Emanuel-Wright, Tiffany	8/23/2015	- Provide training and support with reports and data - Provide technology and technological support -Provide expectations for usage and assessments	6/10/2016 weekly
G5.B2.S1.A1	Provide professional development for all teachers	Emanuel-Wright, Tiffany	8/23/2015	Agenda, attendance logs	6/10/2016 weekly
G5.B2.S2.A1	Provide support and analysis to teachers during Common Planning	Emanuel-Wright, Tiffany	8/23/2015	Agenda, Blended Learning usage reports,	6/10/2016 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, Early Release Day training, and Coaching Cycles	Caro, Iris	8/31/2015	-Provide student interactive journals that reflect appropriate use of the instructional framework - Documentation of Classroom observations -Documentation of Common Planning with grade levels to target the instructional framework	6/10/2016 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 center rotations to increase students' Common Core standard achievement	Caro, Iris	8/31/2015	Documentation of teacher student data Documentation of differentiated lesson plans Documentation of common planning	6/10/2016 monthly
G1.MA1	Common Planning agendas will be submitted, next steps will be documented, Coaches Logs will reflect Professional Development opportunities	Emanuel-Wright, Tiffany	8/23/2015	District & Module Assessments, Blended Learning, FSA, agendas, coaches logs, lesson plans	6/10/2016 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

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
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	8/23/2015	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.	6/10/2016 quarterly
G2.MA2	The district Science specialist will also provide quarterly feedback on our District Assessment 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	Summers, Janet	8/23/2015	The evidence that will be collected to demonstrate the goal is being monitored and progress is being made	6/10/2016 quarterly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	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 District Assessments, i-Ready and teacher-generated assessments. Person Responsible: Sarah Farmer, ESE Lead	
G4.MA1	Discussion of data analysis through Common Planning at each grade level and the leadership team reports.	Emanuel-Wright, Tiffany	8/23/2015	District Assessments, Blended Learning, FSA scores, DAR assessments, iReady, Achieve 3000, Barton	6/10/2016 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 Blended Learning usage -Reflect on professional development trainings to monitor effectiveness -Ensure effective implementation of i-Ready and Achieve 3000 -Ensure effective use i-Ready Toolkit and Achieve stretch articles	Emanuel-Wright, Tiffany	8/23/2015	-Collaborate to review blended learning results -Collaborate to review student fidelity with usage and lesson completion -Collaborate and review data that reflects an increase of student mastery with skills and increased lexiles	6/10/2016 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
G5.B1.S1.MA1	-Provide and document professional development on resources and materials with Step Up to Writing to support students with the writing		8/18/2014	-Collaborate to review artifacts of student writing -Collaborate to review student interactive journals (writing journals) that reflect student	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
	process -Reflect on professional development trainings to monitor effectiveness			improvement in writing -Collaborate and review data that reflects an increase of student mastery in writing	
G5.B2.S1.MA1	Weekly walk-thorough 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.** If LGE conducts intensive PD utilizing the Math Florida Standards (MAFS), implementation of district mandated frameworks and resources and consistent analysis of data (Assessments, i-Ready) to drive instruction, then we will increase the percent of proficiency (3 or above) on the Spring 2015 and Spring 2016 FSA by 23% at each grade level (3-5) for Mathematics. 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** Weekly Common Planning: Teacher Directed & Administration Directed

#### **PD Opportunity 1**

Weekly Common Planning

##### **Facilitator**

Sandra Burr, School-based Math Coach, Carin White, Assistant Principal

##### **Participants**

All K-5 Math Content-Area teachers

##### **Schedule**

Weekly, from 8/31/2015 to 6/10/2016

### **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.** If LGE conducts intensive professional development utilizing Language Arts Florida Standards (LAFS), implements district mandated frameworks and resources and consistent analysis of data (Assessments, i-Ready, Achieve 3000) to drive instruction, then we will increase the percent of proficiency on the Spring 2015 FSA and Spring 2016 by 15% in 3rd, 4th and 5th grade for Reading.

**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**

Weekly Common Planning

**Facilitator**

School Based Reading Coach: Iris B. Caro, Principal: Tiffany Emanuel-Wright

**Participants**

Third-fifth grade teachers and K-2 teachers (bi-weekly)

**Schedule**

Monthly, from 8/31/2015 to 6/10/2016

## PD Opportunity 2

Professional Development, Early Release Day training, and Coaching Cycles

### Facilitator

School Based Reading Coach: Iris Caro, Principal: Tiffany Emanuel-Wright

### Participants

Third- Fifth Grade Teachers and K-2 based on content-area needs

### Schedule

Monthly, from 8/31/2015 to 6/10/2016

## PD Opportunity 3

Professional Development on utilizing data-driven center 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 8/31/2015 to 6/10/2016

**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.** If LGE ensures that Blended Learning occurs daily in every classroom, then we will increase the percent of proficiency with Blended Learning systems (on or above level) of General Education students with i-Ready Reading and Math and Achieve 3000, and increase the percent of proficiency with Blended Learning systems (on or above level) of ESE students with i-Ready Reading and Math and Achieve 3000.

**G5.B2** Limited knowledge of i-Ready resources and reports

**G5.B2.S1** Continuous Professional development for all teachers

**PD Opportunity 1**

Provide professional development for all teachers

**Facilitator**

i-Ready and Achieve 3000 trainer, Reading Coach and Math Coach

**Participants**

All Teachers

**Schedule**

Weekly, from 8/23/2015 to 6/10/2016

**G5.B2.S2** I-Ready and Achieve 3000 Instructional support for teachers

**PD Opportunity 1**

Provide support and analysis to teachers during Common Planning

**Facilitator**

Principal and AP, Reading Coach and Math Coach

**Participants**

All Teachers

**Schedule**

Weekly, from 8/23/2015 to 6/10/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Weekly Common Planning	\$0.00
2	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.	\$0.00
3	G1.B2.S1.A1	Provide support to teachers during grade level Common Planning time.	\$0.00
4	G1.B2.S2.A1	Teachers will come together as a grade level to discuss best practices and student data.	\$0.00
5	G1.B3.S1.A1	School based Math Coach will observe teachers' delivery of instruction utilizing GRRM to determine individualized needs.	\$0.00
6	G1.B3.S1.A2	School based Math Coach, or More Knowledgeable Other, will model specific components of the GRRM.	\$0.00
7	G1.B3.S1.A3	Classroom teacher will demonstrate acquired knowledge of selected GRRM component.	\$0.00
8	G1.B3.S2.A1	School based Math Coach will determine model teachers of the GRRM based on classroom walk-throughs.	\$0.00
9	G1.B3.S2.A2	Chosen model teacher will conduct a lesson utilizing the GRRM.	\$0.00
10	G1.B4.S1.A1	STC, or More Knowledgeable Other, will assess teachers' knowledge and familiarity with technology.	\$0.00
11	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.	\$0.00
12	G1.B4.S2.A1	More Knowledgeable Other will provide professional development covering district mandated programs, such as iReady, Achieve 3000 and Performance Matters.	\$0.00
13	G2.B2.S1.A1	Ensuring that materials are in place for labs and experiments.	\$0.00
14	G4.B1.S1.A1	Weekly Common Planning	\$0.00
15	G4.B1.S1.A2	Professional Development, Early Release Day training, and Coaching Cycles	\$0.00
16	G4.B1.S1.A3	Professional Development on utilizing data-driven center rotations to increase students' Common Core standard achievement	\$0.00
17	G4.B2.S1.A1	Provide professional development for Achieve 3000 and implementation of data collection to deliver instruction.	\$0.00
18	G4.B3.S1.A1	Provide support for teachers during Common Planning to monitor checkpoints for consistent use of diagnostic assessments	\$0.00
19	G4.B3.S2.A1	Provide professional development to increase the knowledge on the impact the data can have on differentiated instruction	\$0.00

### Budget Data

20	G5.B1.S1.A1	Complete professional development on resources and materials to support Blended Learning	\$0.00
21	G5.B2.S1.A1	Provide professional development for all teachers	\$0.00
22	G5.B2.S2.A1	Provide support and analysis to teachers during Common Planing	\$0.00
<b>Total:</b>			<b>\$0.00</b>