

Loretto Elementary School

3900 LORETTO RD, Jacksonville, FL 32223

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	29%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	30%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**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
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Loretto Elementary School as part of the Duval County Public Schools is committed to providing differentiated, standards-based instruction that will allow all students to achieve their goals and use their knowledge to be successful in a culturally diverse and technological advanced world.

Provide the school's vision statement

At Loretto Elementary the school, home and community will work together to provide a safe and successful academic environment, which is committed to assisting in development of each student while exploring the social and technological world around them.

School Environment

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

The school learns about students' cultures by reviewing surveys completed by our parents and other detailed forms completed by parents/guardians upon registration of children. In addition, teachers administer interest surveys to their students within the first week of school, as they are getting to know one another. Our teachers are dedicated to building a community of learners, where students feel safe to share with the teacher and peers. Teachers build relationships with students as they learn more about each one through individualized conversations. Also, because we are a community-oriented school, our teachers get to know our parents and students on deeper levels during our many family/community events, such as Open House, Boosterthon, monthly Family Nights at various venues, Math Night at Publix, etc. Many of our teachers eat lunch with their students, allowing for bonding and informal conversations.

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

Our school creates an environment of safety and respect by developing a comprehensive Emergency/Safety Plan that meets the district expectations. Teachers and students practice the proper protocol for different emergency situations, so that students are not unfamiliar with procedures if an emergency occurs. The school conducts several assemblies throughout year to inform students of the Code of Conduct rules, consequences and expectations. We make it clear to students that their safety is a priority and that we will do everything we can to ensure that they are safe. We let them know that they can inform a faculty/staff member of a situation without fear of being exposed. In addition, parents volunteer through our PTA with the Campus Watch, whereby they monitor specific areas of the school grounds, before and after school. What's more, our principal instituted an "all hands on deck" approach to dismissal, whereby every faculty member is assisting with student supervision in some form. In addition, students always travel with a buddy.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We set clear boundaries for behavior for every area of the school, as outlined and established through Foundations, via CHAMPs. Every teacher is trained how to use and implement CHAMPs in their classroom, so that everyone is speaking a common language. Students know and understand the conversation levels, and which ones to use, how to get help, what the expectations for movement and participation are, depending on their activity. We also enforce CHAMPs in the hallways and cafeteria, as well as resource classes. This provides consistency for children.

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 ensures the social-emotional needs of all students by appropriately utilizing the expertise of our school counselors. Our counselors teaches lessons within the classes that help students understand how to handle certain situations, as well as who is available to assist them. Our counselors also counsel students, based on requests from teachers, admin, or parents. One counselor heads up our behavior Rtl, the other heads up our academic Rtl. In addition, our school has started up a program in connection with All Pro Dads, which welcomes our fathers and male mentors into the school to become more active in their children's lives. We had our first All Pro Dads breakfast and presentation, which focused on how dads could spend more quality time with students, and how they could become a volunteer within the school. This will enable students to receive more interaction with positive role models.

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?

No

PIP Link

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

Description

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress through regular meetings, whether requested by parents or teachers. During Open House, our very active PTA provides parents with ample information about the role of the PTA and what programs/items are funded, and how they work with teachers to enhance students' learning experience. Our PTA officers also inform parents of the various ways they can volunteer at school, including in academic arenas, such as "Where in the World", Sunshine Math, and Art Reflections. The school builds positive, lasting relationships with families by having monthly Family Nights at various venues. This allows parents and students to see school officials in a different setting, and become comfortable with speaking to teachers and administration about various topics. Parents are kept aware of their child's progress through grade portal- FOCUS. The school ensures that all parents have login information for the grade portal.

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

Our school builds and sustains partnerships with the local community by establishing partnerships with local businesses. Currently, our school partners with over 25 businesses and faith-based institutions.

Our partners provide school supplies, incentives for teachers, and awards for student achievement. Our partners even volunteer when we host special events. What's more, our partners reward the school with money back when the community patronizes their business and mentions our school name. Our business/faith-based partners include Hopewell Church, Chick-fil-a, RPM Automotive, Bruster's, Barnes & Noble, Horace Mann, First Watch, Nemetz Dental, and The Red Elephant.

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
Kemp, Kristie	Principal
Johnson, Laquitrice	Assistant Principal
Marsh, Lauri	Assistant Principal

Duties

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

Principal: Kristie Kemp – provides a common vision for the use of data based decision making, ensures that the school based team is implementing RtI, conducts assessments of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal: Laquitrice Johnson – Provides guidance on K-5 reading instruction; ensures that the school based team is implementing RtI, conducts assessments of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Provides guidance on data analysis and planning data driven instruction. Provides information about school wide curriculum and instruction; and collaborates with staff to implement behavioral interventions.

Assistant Principal – Laurie Marsh –Provides guidance on 3-5 Math instruction. Assists with providing the common vision for the use of data based decision making ; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; participates in behavioral data collection; supports the implementation of all tier intervention plans.

Literacy Coach: Laurie Tilbrook – Develops, leads and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention strategies; assists with whole school screening programs that provide early intervention services for children considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Guidance Counselors: Eblin and Kabrich - provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, continue to link child serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

Technology Instructor: Rich Welser – develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and current programs.

General Education Teachers (Rtl VLC – Vertical Learning Community) Behavior: Ellis, Toomer – K; Lavello – 1st ; Wright- 2nd; Vogt, Vondrasek- 3rd; Bickerstaff– 4th; Hannah – 5th ; Graves, Faunce – ESE. Academic: Bateh- Kg, Silsby- 1st, Riley- 2nd, Soud- 3rd, Manning, Shrader- 4th, Hill- 5th. Representatives from every grade level provide information about core instruction, participates in student data collection, delivers tier 1 instruction/intervention, collaborates with other staff to implement tier 2 interventions and integrates tier 1 materials/instruction with tier 2/3 activities. ESE Teachers – Lour Whitaker, Sherry Pierson, – participate in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

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

Data based problem solving processes are addressed and monitored by administrative team in collaborative planning sessions by grade level and by departmentalization areas to address instructional needs. We offer remediation to our lowest quartile students, ELL students, OTB students and enrichment to our high 3's and 4's through after school, in school and evenings tutorial sessions. Federal, state and/or local funds available are used to pay for teachers, who provide during school and after school remediation. Within our weekly leadership meetings, we discuss progress of programs in place and how our students will be best served. It was determined that, due to the large quantity of students needing additional academic support, the funds provided by the district should be used to hire two part-time reading interventionists, allowing each person to focus on reading, with twenty-five students assigned to each.

Supplemental Academic Instruction (SAI) funds will be used to provide after school tutoring for our identified subgroups not meeting expectations. We will also offer enrichment opportunities on Friday nights to focus on math higher order problem solving skills for our high 3's and 4's.

During our monthly SAC meetings, an updated inventory of resources and funds available is discussed in detail. The entire leadership team has input in the decision making of how resources are applied. Recommendations from our SAC and PTA are also taken into consideration.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Natalie Blum	Parent
Mary Johnson	Education Support Employee
Noelle Pomeroy	Parent
Lauren Bolin	Education Support Employee
Keith Kusmirek	Teacher
John Prater	Parent
Margo Crafton	Business/Community
Kristie Kemp	Principal
Jen Buksar	Parent
Elizabeth Landowski	Parent
Laura Watson	Parent
Rachel Beck	Parent
Angela Richman	Business/Community
Nacole McCain	Parent

Duties

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

Evaluation of last year's school improvement plan

Our SAC was very much involved with the evaluation of last year's SIP. During our mid-year stakeholder's assessment meeting, the rigorous expectations of the FSA were discussed, as well as the knowns and unknowns. It was explained that tutoring would be provided to allow for our lower quartile, bubble and high performing students. In addition to tutoring, a focus on community and a strong engagement in the community was discussed. The SAC was informed that part of our evaluation for success would be based on FSA scores and formative assessments. What's more, professional development for faculty was outlined. The SAC carefully read over plan, listened to explanations and asked questions for clarification. SAC was in agreement that last year's plan was an adequate road map for the continued success of the school overall.

Development of this school improvement plan

Our SAC members met with our principal during the summer to discuss the school's goals for this year. Some of the goals that were outlined on last year's plan were reviewed and discussions were had concerning whether to continue with them. SAC was given a draft copy of the SIP goals and strategies. SAC members asked questions concerning the rationale for goals and strategies. Part of the rationale included an overview of our FSA results- how are students performed compared to other schools, the district and state.

Preparation of the school's annual budget and plan

Our SAC works collaboratively with our Leadership Team on the school's annual budget and plan, meeting monthly to discuss pertinent topics. SAC was asked to think about and vote on the proposal to spend a portion of the school improvement money on building some of our classroom libraries, as well as purchasing additional texts to support the learning goals/expectations.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

To support the vision of the school if funds are available.

Last year, funds were allocated to sustain the subscriptions to various technology programs, such as IXL and Brain Pop Jr.

IXL (Math)- Kg-5th grade license: \$4,400.00

Brain Pop, Jr. (Reading) kg- 3rd grade license: \$1,200.00

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Kemp, Kristie	Principal
Johnson, Laquित्रice	Assistant Principal
Marsh, Lauri	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Reading Vertical Learning Committee (VLC) will focus meetings around the question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and our students? The leadership team will aid the VLC in leading efforts to improve literacy instruction, and increase the number of students reading at or above grade level. We will conduct several Reading celebrations to emphasize the importance of Reading. One such celebration is the Supt'd.'s Reading Campaign Kick-Off during the week of October 12th. Another will be our culminating, school-wide event to celebrate the meeting of our reading goal, which takes place in the Spring. Teachers will receive professional development opportunities to Improve volume reading and vocabulary instruction. The team meets once a month to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, or those who are at moderate to high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources needed to meet the needs of the students. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure and making decisions about implementation.

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

Common Planning will occur every early dismissal. Third through fifth grade will participate in data analysis and common planning the second early dismissal each month. Kindergarten through second grade will participate in data analysis and common planning the first early dismissal each month. These sessions will be lead by our instructional coach and administration during the school day. On early release days, beginning at 2:00, teachers will choose their PD according to their interest and need.

Multiple training sessions will be offered and administration will present, as well as other teachers or trainers who are identified or available as guest trainers. Weekly Collaborative Planning will be conducted in the instructional coach's office with teachers during their resource as designated on the collaborative planning schedule. This planning will meet the specific needs of the grade level and individual teachers. Some topics to be addressed are lesson plans, Curriculum Guides, small group instruction, vocabulary acquisition, common assessments, as well as integrating writing into all subject areas.

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

Regular meetings of new teachers with administration and partnering new teachers with veteran staff (mentors). The mentors and coach work extensively to support the new to Loretto teachers both in formal and informal ways. The grade level mentors support the new teachers from day one including walking them through the day to day routines and assisting them at their orientation. Beginning teachers fulfill the requirements of the Teacher Induction Program (MINT). Great effort is put forth to make sure every teacher feels a part of this learning community. Lead teachers are named to diversify leadership roles and give others a chance to lead. Teacher Meetings are planned and lead by the Lead Teachers. All teachers are provided with extensive professional development opportunities at the school and on the clock. Teachers have access to an Instructional Coach. The coach assists in helping the teacher plan instruction, models demonstration lessons, observes and offers feedback to teachers, and provides opportunities for the teacher to watch instruction in other classrooms. Certain teachers are invited to participate in the interview process when there is a need to hire someone new to that grade level. This year, several new teachers are participating in a Math Lesson Study.

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

New teachers are paired with veteran teachers on their grade level or someone who teaches the same subject, and have displayed leadership skills. Our mentors have also demonstrated effective classroom strategies. Grade Level Meetings, New Teacher Support, MINT, Infusing common core standards, Demonstration lessons and debriefs, and planning content lessons together are some of the planned mentoring activities.

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

Teachers follow the district's curriculum guide, which is used to guide teachers in effective, timely instruction of Florida standards. After each Curriculum Guide Assessment (CGA), teachers progress monitor by consistently pulling and analyzing data from Performance Matters, Achieve 3000 and/or iReady, to determine data-driven next steps for instruction (i.e. small group instruction, whole-class reteach/review). Teachers use suggested resources according to curriculum guide, as well as other supplemental resources and materials to enhance lessons. Teachers were provided Florida Assessment Item Specifications to use as a guide when creating teacher-made assessments so that content and question design are aligned to that of the state assessment.

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

Common Planning will occur every early dismissal. Third through fifth grade will participate in data analysis and common planning the second early dismissal each month. Kindergarten through second grade will participate in data analysis and common planning the first early dismissal each month. Weekly Collaborative Planning will be conducted in the instructional coach's office with teachers during their resource as designated on the collaborative planning schedule. This planning, which will be outlined through the use of the CPT Agenda, will meet the specific needs of the grade level and individual teachers, and allow professional development to be differentiated for the teachers' individual inquiry. Some topics to be addressed are lesson plans, Curriculum Guides, small group instruction, vocabulary and spelling, as well as integrating writing into all subject areas. Instruction is modified or supplemented in the following ways:

- adherence to students' IEPs, EPs and 504 plans
- individualized and/or small group push in and pull out support with ESE teacher
- teachers' small group instruction plans that are created for specific groups of students based on data.

During collaborative meetings, teachers are guided step by step through the process of accessing data from Achieve 3000 and iReady. Teachers bring their laptops, and pull up their class and individual student data via the detailed reports. Teachers use these reports to find out what specific areas individual students are lacking, and what areas they are mastering. Teachers take advantage of the suggested additional lessons that can be assigned to students, based on their performance. By ensuring that students are working on iReady and Achieve consistently, students are working on activities tailored for them. In addition to Blended Learning, our teachers provide small group instruction, where guided reading and response to intervention are incorporated. Students work in centers that are differentiated according to their need/level.

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

Strategy: After School Program

Minutes added to school year: 3,360

Tutoring program, which is a during the school day and after school program, designed to provided struggling students with additional support with mastering concepts/skills of the core curriculum.

Strategy Rationale

Upon identification of our lower 35 %ile, and analysis of our CGA baseline data, about 40 students in grades 3-5 were identified as needing remediation in Math or ELA, or both.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Marsh, Lauri, marshl@duvalschools.org

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

Curriculum Guide Assessments
IReady
Achieve 3000 Lexile Levels

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

The following are strategies our school employs to support incoming and outgoing cohorts of students in transition: Administer curriculum guide benchmark assessments; teacher observations; teacher made checklists; analyze FLKRS data; partnership with Child Find and other local agencies; magnet tours, hosting of a VLC for area PK teachers/programs for vertical articulation with our Kg teachers; facilitation of vertical articulation between our 5th grade teachers and our feeder middle school 6th grade teachers.

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:

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.

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.

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 all teachers, grades K-5, increase the use of informational texts within whole group and small group instruction, then our students' proficiency rate will increase by 5% or higher on the district and state assessments.
- G2.** If faculty and staff plan more engaging, family-oriented academic events, that involve our business partners and other community stakeholders, then our parent and community involvement with after school activities will increase.
- G3.**

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 all teachers, grades K-5, increase the use of informational texts within whole group and small group instruction, then our students' proficiency rate will increase by 5% or higher on the district and state assessments. 1a

G072034

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	

Resources Available to Support the Goal 2

- Utilization of media center, where students will check out books at least twice a month, on their level; use of nonfiction text during read alouds and shared readings.

Targeted Barriers to Achieving the Goal 3

- Not enough non-fiction text in classroom libraries

Plan to Monitor Progress Toward G1. 8

iReady, Achieve 3000

Person Responsible

Laquitrice Johnson

Schedule

Biweekly, from 9/16/2015 to 5/25/2016

Evidence of Completion

Progress monitoring data will be pulled by teachers at a minimum of twice a month to see if students are scoring 75% or higher on Blended Learning lessons. Administrators will pull data reports weekly to determine how students managing time on Blended Learning and how students are progressing. Our Technology VLC will collect data once a month to determine top achievers and gains made by grade level, and post on data board.

G2. If faculty and staff plan more engaging, family-oriented academic events, that involve our business partners and other community stakeholders, then our parent and community involvement with after school activities will increase. 1a

G072035

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	

Resources Available to Support the Goal 2

- Common planning time; Instructional Coach; Assistant Principal, collaborative planning time with subject area peers

Targeted Barriers to Achieving the Goal 3

- New curriculum /expectations that make it difficult for teachers to engage parents in the learning process.

Plan to Monitor Progress Toward G2. 8

Volunteer Logs

Person Responsible

Laquitrice Johnson

Schedule

Monthly, from 9/16/2015 to 5/25/2016

Evidence of Completion

Our volunteers sign in every day and indicate arrival and departure times. The number of volunteer hours will be added up at the end of each month, and totaled at the end of the year.

G3. 1a

G072036

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Writing Proficiency	80.0
FSA English Language Arts - Achievement	
FSA Mathematics - Achievement	
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal 2

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Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G3. 8

Curriculum Guide Assessments, Teacher-made assessment data, other data available from Achieve 3000 Program

Person Responsible

Laquitrice Johnson

Schedule

Monthly, from 9/5/2015 to 5/31/2016

Evidence of Completion

Increased percentage of students making gains on Curriculum Guide Assessments, Teacher-made assessment data, and Achieve 3000 Thought Questions that reflect an enhancement of students' writing skills in the areas of organization, conventions, support.

Plan to Monitor Progress Toward G3. 8

Have frequent and consistent conversation with teachers during PLCs, VLCs about commonalities observed during walkthroughs

Person Responsible

Laquitrice Johnson

Schedule

Monthly, from 9/25/2015 to 5/23/2016

Evidence of Completion

correspondence with teachers and instructional coach that result in increased professional development that results in the tools needed for teachers to successfully implement the gradual release model

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 all teachers, grades K-5, increase the use of informational texts within whole group and small group instruction, then our students' proficiency rate will increase by 5% or higher on the district and state assessments. **1**

 G072034

G1.B1 Not enough non-fiction text in classroom libraries **2**

 B187840

G1.B1.S1 Use of informational text during whole group read aloud, or during small group instruction. **4**

 S199392

Strategy Rationale

During whole group, students are expected to be exposed to grade level text. This is the perfect time to introduce or revisit non-fiction and engage students in meaningful, guided conversations. During small group instruction, students are receiving instructional support, with text a little above students' reading level. While nonfiction can be a little more challenging to navigate than fiction, with scaffolding, students can be successful.

Action Step 1 **5**

Teachers will select on grade level and slightly above grade level, non-fiction texts to use during shared reading, read alouds, and during guided reading instruction.

Person Responsible

Laquitrice Johnson

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Classroom walkthroughs, lesson plans and conversation during Common Planning Time will serve as evidence of implementation.

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

Instructional coach and administrators will plan with teachers during Common Planning Time. Administrators will observe teachers during whole and small group instruction. Administrators will provide individualized feedback.

Person Responsible

Kristie Kemp

Schedule

Weekly, from 9/7/2015 to 5/31/2016

Evidence of Completion

Walkthrough logs, observation next steps, common planning agendas

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

Teachers were asked to give a list of titles that would enhance their classroom libraries. Monies designated from school improvement account will be used to purchase some of these titles. Our Media specialist will also host a book fair, which raises money and allow certain books/magazines to be purchased for the library. Teachers can check out these books/magazine and use for instruction.

Person Responsible

Kristie Kemp

Schedule

On 12/1/2015

Evidence of Completion

Administration will monitor the delivery of titles ordered. Admin. will monitor the actual use of new nonfiction titles.

G1.B1.S2 Author study with informational text 4

S199393

Strategy Rationale

Author studies allow students to delve deeper into a particular subject or topic, which often peaks interests; thus, increasing student engagement.

Action Step 1 5

Teachers will check out multiple copies of nonfiction text from the school library, public library or from the PDF's leveled readers collection, that will aid in the teaching of the standards/skills during whole and small group instruction.

Person Responsible

Laquitrice Johnson

Schedule

Biweekly, from 10/1/2015 to 5/31/2016

Evidence of Completion

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

Instructional Coach and administrators will plan with teachers during Common Planning Time, providing guidance and feedback on planning and incorporating author studies within the core curriculum.

Person Responsible

Kristie Kemp

Schedule

Monthly, from 11/16/2015 to 5/31/2016

Evidence of Completion

Walkthroughs, observation, logs, common planning agendas

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

Author studies can be introduced through read alouds whole group. Students can continue the study within centers, where only limited copies of a text are needed.

Person Responsible

Kristie Kemp

Schedule

Monthly, from 11/16/2015 to 5/31/2016

Evidence of Completion

Classroom walkthrough, logs, observations,

G1.B1.S3 Nonfiction Books of the Month 4

 S199394

Strategy Rationale

Having a nonfiction book of the month offers a fun approach to working towards mastery of the reading, writing, speaking and listening standards.

Action Step 1 5

Members of our Reading VLC will choose nonfiction titles as the book of the month. Teachers will read the chosen book aloud whole group each month. Students will engage in a class discussion about the book. Teachers will be encouraged to tie in the current standard/skill/concept.

Person Responsible

Kristie Kemp

Schedule

Monthly, from 12/1/2015 to 6/1/2016

Evidence of Completion

Walkthroughs, conversations with students

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The leadership team will have monthly chats with random students to discuss the book of the month.

Person Responsible

Kristie Kemp

Schedule

Monthly, from 12/1/2015 to 5/31/2016

Evidence of Completion

Pictures of students engaged in the BOM read aloud, log of classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Book of the month titles only require each teacher to have a copy. The book can be placed under the Elmo so that all students can see the pages.

Person Responsible

Laquitrice Johnson

Schedule

Monthly, from 12/1/2015 to 6/6/2016

Evidence of Completion

Classroom walkthroughs, feedback from teachers and students

G1.B1.S4 Ensure Student usage of Achieve 3000 on a daily basis during Blended Learning center. 4

S199395

Strategy Rationale

Achieve 3000 provides non-fiction text for students to closely read on their individual lexile levels.

Action Step 1 5

Achieve 3000 is a part of Blended Learning, which is a required technology center. Students rotate throughout their centers, and Achieve is a program that all of our 3rd-5th grade students work on in their ELA class.

Person Responsible

Laquitrice Johnson

Schedule

Daily, from 9/1/2015 to 6/6/2016

Evidence of Completion

Blended Learning Usage reports are monitored by the district. Administrators monitor student usage on a bi-weekly basis. Reports are pulled, such as how students are spending their time, how many lessons are completed, and how well students are scoring on the lesson.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

The leadership team will conduct walkthroughs on a daily basis to observe center rotation, and ensure that students are engaged in Achieve 3000 lessons. The leadership team will meet weekly to discuss the data from Blended Learning reports.

Person Responsible

Kristie Kemp

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Data reports, walkthrough logs, teacher feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

The leadership team will have frequent discussions with teachers about how they can best manage center rotations. Academic coach and admin. will provide professional development on data analysis, as well as other approaches to using Achieve whole group.

Person Responsible

Laquitrice Johnson

Schedule

Weekly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Common planning agendas, walkthrough logs, observation next steps, emails providing guidance to teachers

G2. If faculty and staff plan more engaging, family-oriented academic events, that involve our business partners and other community stakeholders, then our parent and community involvement with after school activities will increase. 1

 G072035

G2.B1 New curriculum /expectations that make it difficult for teachers to engage parents in the learning process. 2

 B187841

G2.B1.S1 Plan and host a Math Family Night in partnership with of our community stakeholders. 4

 S199396

Strategy Rationale

Parents, guardians and other stakeholders will gain a better understanding of the Math curriculum in a non-threatening environment. This will encourage our stakeholders to volunteer more during after hour events.

Action Step 1 5

Members of our Math VLC will plan a Math Family Night in conjunction with one of our business partners- Publix.

Person Responsible

Lauri Marsh

Schedule

On 3/8/2016

Evidence of Completion

Vertical Learning Community (VLC) agendas, math packets, pictures from event

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

Math VLC chairperson will give an update of plans each month during the faculty meeting.

Person Responsible

Lauri Marsh

Schedule

Monthly, from 11/4/2015 to 3/8/2016

Evidence of Completion

VLC agendas/minutes, math packets developed for event

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

All stakeholders will be communicated with about the upcoming event via email, school website.

Person Responsible

Lauri Marsh

Schedule

Monthly, from 1/1/2016 to 3/8/2016

Evidence of Completion

Emails sent out to parents, flyers sent home, feedback from teachers/parents

G2.B1.S2 Teachers will participate in professional development to learn strategic and engaging methods to teaching the new curriculum. 4

 S199397

Strategy Rationale

Common planning time is the ideal opportunity to discuss ideas and potential material to enhance lessons with colleagues and academic coach, as well as determine ways to assist parents with homework.

Action Step 1 5

K-5th grade teachers will participate in district-led and school-led professional development to learn effective strategies for teaching the Math core curriculum.

Person Responsible

Lauri Marsh

Schedule

Weekly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

All teachers are expected to sign up for professional development on the ERO if attending any district P.D. All teachers are expected to sign the attendance sheet when attending school P.D. Administrators regularly attend, and often lead, the professional development sessions.

Person Responsible

Lauri Marsh

Schedule

Weekly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Sign-in sheets, feedback from teachers, common planning agendas

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

As teachers learn new, effective instructional strategies, the more students will be engaged and the more students will grasp during the school day. Students will have a better understanding of any home learning, and can, in some cases, guide parents in the process of working a problem.

Person Responsible

Lauri Marsh

Schedule

Weekly, from 10/31/2015 to 5/31/2016

Evidence of Completion

Student grades, students' journal entries, parent feedback

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	Teachers will select on grade level and slightly above grade level, non-fiction texts to use during shared reading, read alouds, and during guided reading instruction.	Johnson, Laquitrice	8/24/2015	Classroom walkthroughs, lesson plans and conversation during Common Planning Time will serve as evidence of implementation.	5/31/2016 weekly
G1.B1.S2.A1	Teachers will check out multiple copies of nonfiction text from the school library, public library or from the PDF's leveled readers collection, that will aid in the teaching of the standards/skills during whole and small group instruction.	Johnson, Laquitrice	10/1/2015		5/31/2016 biweekly
G1.B1.S3.A1	Members of our Reading VLC will choose nonfiction titles as the book of the month. Teachers will read the chosen book aloud whole group each month. Students will engage in a class discussion about the book. Teachers will be encouraged to tie in the current standard/skill/concept.	Kemp, Kristie	12/1/2015	Walkthroughs, conversations with students	6/1/2016 monthly
G1.B1.S4.A1	Achieve 3000 is a part of Blended Learning, which is a required technology center. Students rotate throughout their centers, and Achieve is a program that all of our 3rd-5th grade students work on in their ELA class.	Johnson, Laquitrice	9/1/2015	Blended Learning Usage reports are monitored by the district. Administrators monitor student usage on a bi-weekly basis. Reports are pulled, such as how students are spending their time, how many lessons are completed, and how well students are scoring on the lesson.	6/6/2016 daily
G2.B1.S1.A1	Members of our Math VLC will plan a Math Family Night in conjunction with one of our business partners- Publix.	Marsh, Lauri	11/4/2015	Vertical Learning Community (VLC) agendas, math packets, pictures from event	3/8/2016 one-time
G2.B1.S2.A1	K-5th grade teachers will participate in district-led and school-led professional development to learn effective strategies for teaching the Math core curriculum.	Marsh, Lauri	10/1/2015		5/31/2016 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.MA1	iReady, Achieve 3000	Johnson, Laquitrice	9/16/2015	Progress monitoring data will be pulled by teachers at a minimum of twice a month to see if students are scoring 75% or higher on Blended Learning lessons. Administrators will pull data reports weekly to determine how students managing time on Blended Learning and how students are progressing. Our Technology VLC will collect data once a month to determine top achievers and gains made by grade level, and post on data board.	5/25/2016 biweekly
G1.B1.S1.MA1	Teachers were asked to give a list of titles that would enhance their classroom libraries. Monies designated from school improvement account will be used to purchase some of these titles. Our Media specialist will also host a book fair, which raises money and allow certain books/magazines to be purchased for the library. Teachers can check out these books/magazine and use for instruction.	Kemp, Kristie	11/9/2015	Administration will monitor the delivery of titles ordered. Admin. will monitor the actual use of new nonfiction titles.	12/1/2015 one-time
G1.B1.S1.MA1	Instructional coach and administrators will plan with teachers during Common Planning Time. Administrators will observe teachers during whole and small group instruction. Administrators will provide individualized feedback.	Kemp, Kristie	9/7/2015	Walkthrough logs, observation next steps, common planning agendas	5/31/2016 weekly
G1.B1.S2.MA1	Author studies can be introduced through read alouds whole group. Students can continue the study within centers, where only limited copies of a text are needed.	Kemp, Kristie	11/16/2015	Classroom walkthrough, logs, observations,	5/31/2016 monthly
G1.B1.S2.MA1	Instructional Coach and administrators will plan with teachers during Common Planning Time, providing guidance and feedback on planning and incorporating author studies within the core curriculum.	Kemp, Kristie	11/16/2015	Walkthroughs, observation, logs, common planning agendas	5/31/2016 monthly
G1.B1.S3.MA1	Book of the month titles only require each teacher to have a copy. The book can be placed under the Elmo so that all students can see the pages.	Johnson, Laquitrice	12/1/2015	Classroom walkthroughs, feedback from teachers and students	6/6/2016 monthly
G1.B1.S3.MA1	The leadership team will have monthly chats with random students to discuss the book of the month.	Kemp, Kristie	12/1/2015	Pictures of students engaged in the BOM read aloud, log of classroom walkthroughs	5/31/2016 monthly
G1.B1.S4.MA1	The leadership team will have frequent discussions with teachers about how they can best manage center rotations. Academic coach and admin. will provide professional development on data analysis, as well as other approaches to using Achieve whole group.	Johnson, Laquitrice	10/1/2015	Common planning agendas, walkthrough logs, observation next steps, emails providing guidance to teachers	5/31/2016 weekly
G1.B1.S4.MA1	The leadership team will conduct walkthroughs on a daily basis to observe center rotation, and ensure that students are engaged in Achieve 3000 lessons. The leadership team will meet weekly to discuss the data from Blended Learning reports.	Kemp, Kristie	9/1/2015	Data reports, walkthrough logs, teacher feedback	5/31/2016 weekly
G2.MA1	Volunteer Logs	Johnson, Laquitrice	9/16/2015	Our volunteers sign in every day and indicate arrival and departure times. The number of volunteer hours will be	5/25/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				added up at the end of each month, and totaled at the end of the year.	
G2.B1.S1.MA1	All stakeholders will be communicated with about the upcoming event via email, school website.	Marsh, Lauri	1/1/2016	Emails sent out to parents, flyers sent home, feedback from teachers/parents	3/8/2016 monthly
G2.B1.S1.MA1	Math VLC chairperson will give an update of plans each month during the faculty meeting.	Marsh, Lauri	11/4/2015	VLC agendas/minutes, math packets developed for event	3/8/2016 monthly
G2.B1.S2.MA1	As teachers learn new, effective instructional strategies, the more students will be engaged and the more students will grasp during the school day. Students will have a better understanding of any home learning, and can, in some cases, guide parents in the process of working a problem.	Marsh, Lauri	10/31/2015	Student grades, students' journal entries, parent feedback	5/31/2016 weekly
G2.B1.S2.MA1	All teachers are expected to sign up for professional development on the ERO if attending any district P.D. All teachers are expected to sign the attendance sheet when attending school P.D. Administrators regularly attend, and often lead, the professional development sessions.	Marsh, Lauri	10/1/2015	Sign-in sheets, feedback from teachers, common planning agendas	5/31/2016 weekly
G3.MA1	Curriculum Guide Assessments, Teacher-made assessment data, other data available from Achieve 3000 Program	Johnson, Laquitrice	9/5/2015	Increased percentage of students making gains on Curriculum Guide Assessments, Teacher-made assessment data, and Achieve 3000 Thought Questions that reflect an enhancement of students' writing skills in the areas of organization, conventions, support.	5/31/2016 monthly
G3.MA2	Have frequent and consistent conversation with teachers during PLCs, VLCs about commonalities observed during walkthroughs	Johnson, Laquitrice	9/25/2015	correspondence with teachers and instructional coach that result in increased professional development that results in the tools needed for teachers to successfully implement the gradual release model	5/23/2016 monthly

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 all teachers, grades K-5, increase the use of informational texts within whole group and small group instruction, then our students' proficiency rate will increase by 5% or higher on the district and state assessments.

G1.B1 Not enough non-fiction text in classroom libraries

G1.B1.S1 Use of informational text during whole group read aloud, or during small group instruction.

PD Opportunity 1

Teachers will select on grade level and slightly above grade level, non-fiction texts to use during shared reading, read alouds, and during guided reading instruction.

Facilitator

Lauren Tilbrook (academic coach and PDF)

Participants

All ELA and Social Studies Teachers

Schedule

Weekly, from 8/24/2015 to 5/31/2016

G1.B1.S2 Author study with informational text

PD Opportunity 1

Teachers will check out multiple copies of nonfiction text from the school library, public library or from the PDF's leveled readers collection, that will aid in the teaching of the standards/skills during whole and small group instruction.

Facilitator

Laurie Tilbrook

Participants

K-2, and 3-5 ELA teachers

Schedule

Biweekly, from 10/1/2015 to 5/31/2016

G1.B1.S4 Ensure Student usage of Achieve 3000 on a daily basis during Blended Learning center.

PD Opportunity 1

Achieve 3000 is a part of Blended Learning, which is a required technology center. Students rotate throughout their centers, and Achieve is a program that all of our 3rd-5th grade students work on in their ELA class.

Facilitator

Laurie Tilbrook

Participants

All 3rd-5th grade teachers, ESE support teachers

Schedule

Daily, from 9/1/2015 to 6/6/2016

G2. If faculty and staff plan more engaging, family-oriented academic events, that involve our business partners and other community stakeholders, then our parent and community involvement with after school activities will increase.

G2.B1 New curriculum /expectations that make it difficult for teachers to engage parents in the learning process.

G2.B1.S2 Teachers will participate in professional development to learn strategic and engaging methods to teaching the new curriculum.

PD Opportunity 1

K-5th grade teachers will participate in district-led and school-led professional development to learn effective strategies for teaching the Math core curriculum.

Facilitator

Laurie Tilbrook, Laurie Marsh

Participants

K-2 teachers, 3rd-5th grade Math teachers

Schedule

Weekly, from 10/1/2015 to 5/31/2016

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	Teachers will select on grade level and slightly above grade level, non-fiction texts to use during shared reading, read alouds, and during guided reading instruction.	\$0.00
2	G1.B1.S2.A1	Teachers will check out multiple copies of nonfiction text from the school library, public library or from the PDF's leveled readers collection, that will aid in the teaching of the standards/skills during whole and small group instruction.	\$0.00
3	G1.B1.S3.A1	Members of our Reading VLC will choose nonfiction titles as the book of the month. Teachers will read the chosen book aloud whole group each month. Students will engage in a class discussion about the book. Teachers will be encouraged to tie in the current standard/skill/concept.	\$0.00
4	G1.B1.S4.A1	Achieve 3000 is a part of Blended Learning, which is a required technology center. Students rotate throughout their centers, and Achieve is a program that all of our 3rd-5th grade students work on in their ELA class.	\$0.00
5	G2.B1.S1.A1	Members of our Math VLC will plan a Math Family Night in conjunction with one of our business partners- Publix.	\$0.00
6	G2.B1.S2.A1	K-5th grade teachers will participate in district-led and school-led professional development to learn effective strategies for teaching the Math core curriculum.	\$0.00
Total:			\$0.00