

Duval County Public Schools

Love Grove Elementary School



2016-17 Schoolwide Improvement Plan

Love Grove Elementary School

2446 UNIVERSITY BLVD S, Jacksonville, FL 32216

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

**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 is pending approval by the Duval County School Board.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Love Grove Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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 2016-2017 school year. Foundations is a school-wide discipline plan which creates a safe and civil school environment and promotes student achievement. All common areas including the playground, cafeteria, hallways, restrooms, as well as arrival and dismissal areas will have a developed plan for student expectations. In all common areas, students must walk in line position using the right side of the hallway. Line position is displayed by students facing forward, single file, hands and feet kept to him/herself, and their voices at level 0. CHAMPs will be implemented in all classrooms.

In addition, the following areas are addressed:

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

d. 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.

3. Early Warning Systems

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

a. 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)

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	2	2	0	0	1	0	0	0	0	0	0	0	7
One or more suspensions	2	0	0	0	3	3	0	0	0	0	0	0	0	8
Course failure in ELA or Math	4	1	0	1	0	0	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	1	12	0	0	0	0	0	0	0	0	13
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	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	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	0	1	2	2	0	0	0	0	0	0	0	6

c. 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 28, 2016. The RTI Leadership team

will meet monthly, beginning September 12, 2016 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Love Grove's Parent Involvement Plan is on-line at this time.

2. 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:

*Beach Road Chicken Dinners - sponsored our hang tags (2016-2017)

*PTA - sponsored our hang tags (2016-2017)

*Care Spot - sponsored our hang tags (2014-15, 2015-16, and 2016-2017)

*Jacksonville Baptist Association - sponsored our hang tags (2014-15, 2015-16 and 2016-2017), sponsored our pre-planning breakfast (2014-15, 2015-16 and 2016-2017), provides a sound system for our character parade (2014-15) and flag raisings (2014-15, 2015-16, 2016-2017). Funded our teacher and student t-shirts for the 2016-2017 school year.

*New Journey Church - sponsored our hang tags (2014-15, 2015-16 and 2016-2017), sponsored our

pre-planning breakfast (2014-15, 2015-16 and 2016-2017), funded All Pro Dads program at Love Grove (2015-16 and 2016-2017), planning to sponsor a mentoring program at Love Grove (2016-2017).

*Florida Baptist Children's Homes - sponsored our hang tags (2015-16), funded "Backpack Blessings" at Love Grove (2014-15, 2015-16 and 2016-2017), 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. Our PTA president remained for the 2016-2017 and brought on additional PTA Board members. 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.

Our Love Grove PTA also supports our Manatee Trading Post each early release day, which is an incentives-based school store for students designed to reinforce a positive climate and culture.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Emanuel-Wright, Tiffany	Principal
Nessler, Anne	Assistant Principal
Booth, John	Instructional Coach
Nessler, Anne	Instructional Coach
Summers, Janet	School Counselor
Duffy, Jill	Teacher, ESE
Fuller, Nicole	Teacher, Adult

b. Duties

1. 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.

Kendall Parris, 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.

Anne Nessler, 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.

Janet Goldstein, 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.

Jill Duffy, 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.

Nicole Dickinson, Reading Interventionist - Supports teachers in the classroom utilizing intervention strategies that provide instructional support to students in reading through targeted small group lessons and data analysis. The Reading Interventionist is assigned to support 50 students.

Jennifer Shaaber, Math Interventionist - Supports teachers in the classroom utilizing intervention strategies that provide instructional support to students in math through targeted small group lessons and data analysis. The Math Interventionist is assigned to support 50 students.

2. 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 3:15PM to 4:45PM, with additional meetings to plan early release day professional development and school-wide events and problem-solving, as necessary.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Brian K. Jones	Business/Community
Kathryn Jackson	Parent
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

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) which will meet on Tuesday, September 20, 2016 to review last year's SIP and make recommendations for school year 2016-2017. The draft SIP will be reviewed and discussed at this SAC meeting and will be included on the agenda for the October meeting.

b. Development of this school improvement plan

SAC meetings are held once a month (every third Tuesday). 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.

c. Preparation of the school's annual budget and plan

The SAC will be directly involved and included in the allocation of the school's annual budget and plan.

2. 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

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

No

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

The September 20, 2016 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Emanuel-Wright, Tiffany	Principal
Fuller, Nicole	Teacher, Adult
Booth, John	Instructional Coach
Nessler, Anne	Assistant Principal
Summers, Janet	School Counselor
Bertka, Heidi	Teacher, Adult
Strong, Laraya	Teacher, Adult

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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/School Improvement Teams

Early Release Day trainings

Collaborative Planning/Focus Observations with neighboring schools

Teachers observing Teachers within the building (Instructional Rounding)

Vertical Articulation

Grove Gratitude (teachers express gratitude by placing a blurb on a bulletin board in the teacher's lounge. drawing for a gift card at every ERD)

2. 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 will also be implemented.

People Responsible:

Tiffany Emanuel-Wright, Principal

Kendall Parris, Assistant Principal
Sherri Chancey, Professional Development Facilitator
Anne Nessler, Math Coach
Janet Goldstein, Reading Coach (New Teacher Mentor)
Deborah Crotty, Reading Specialist
Keith Johnson, Math/Science Specialist
Teresa Carter, New Teacher Mentor
Jill Duffy, New Teacher Mentor
Jan Summers (Guidance Counselor), New Teacher Mentor

3. 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.

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.

C. Andrews (Mentor, Jill Duffy)

Jessica Westberry - Kindergarten Teacher (Mentor, 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.

IN PROCESS

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 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 been instructed to utilize the resources provided in the curriculum guides through FOCUS and Blackboard, and to access CPALMs.org and/or EngageNY.org for standards and instructional support.

b. Instructional Strategies

1. 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.

2. 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 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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. FLKRS (Florida Kindergarten Readiness 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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:

Proficiency 2014-15 to 2015-16

3rd Grade Math 40% to 48% increase +8%

3rd Grade Reading 38% to 48% increase +10%

4th Grade Math 25% to 31% increase +6%

Areas of Growth:

Increasing student achievement/proficiency in Reading, Math & Science. Increase overall Learning Gains and Bottom Quartile Learning Gains in Reading & Math.

Proficiency 2014-15 to 2015-16

4th Grade Reading 35% to 31% decrease -4%

5th Grade Math 34% to 22% decrease -12%

5th Grade Reading 41% to 15% decrease -26%

5th Grade Science 61% to 33% decrease -28%

Increase percentage of students On or Above Level in Achieve 3000

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

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

B. 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.

Summary of "why" or root causes of Areas of Need:

Slow teacher adaptability and effectiveness with the new curriculum (Duval Reads/Duval Math).
Lack of effective strategies and resources to support ELLs and students with social/emotional challenges.
Teacher turnover in accountability areas.

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

Strategic placement of teachers in the appropriate accountability areas with effective grade and content-area collaboration.

Effective Instructional Implementation of Duval Reads:

Core Knowledge and Expeditionary Learning (incorporating curriculum guides and instructional framework)

Effective Instructional Implementation of Duval Math:

Eureka (incorporating curriculum guides and instructional framework)

Unpack Florida Standards and examine Student Work 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 and Teaching Best Practices.

Implement weekly teacher-directed and administrator-directed common planning with authentic lesson planning & data analysis, instructional rounding and coaching cycles.

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

Implement the district's Instructional Implementation Team (IIT) Cycles of Instructional Focus.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If LGE increases the level of rigorous instruction through the use of best practices and facilitates student ownership of the learning during the 2016-17 school year, then student achievement will increase in all core academic areas.
- G2.** If LGE implements a school-wide PBIS system for social emotional learning, then early warning risk factors will decrease and positive behaviors will increase.
- G3.** If LGE increases the level of teacher, parent, and stakeholder involvement in school-related activities, events, and programs, then school-wide culture and climate will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If LGE increases the level of rigorous instruction through the use of best practices and facilitates student ownership of the learning during the 2016-17 school year, then student achievement will increase in all core academic areas. 1a

G084249

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	50.0
FSA ELA Achievement	55.0
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	60.0

Targeted Barriers to Achieving the Goal 3

- Need for further professional development and continued support in the use of intervention resources and small group instruction
- Teacher consistency in the understanding and implementation of the instructional framework.
- Teacher understanding of appropriate student discourse within the content areas that supports student ownership of learning .

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum: Duval Math and Duval Reads used during core instruction Math Investigations during small group/centers enVisions Math during small group/centers ULS (Unique Learning System)
- i-Ready computer based diagnostic and prescriptive instruction program
- Ready Common Core supplemental materials
- enVisions interventions supplemental curriculum
- Number Worlds supplemental program
- Access Points Curriculum Guide as provided by CPALMS
- FCRR
- Item Specifications (3-5)
- Florida Standards K-5
- Achieve 3000

Plan to Monitor Progress Toward G1. 8

Submission of collaborative planning agendas, documentation of feedback and next steps by Administration, submission of coaches logs that reflect professional development and model classroom observation opportunities provided to teachers.

Person Responsible

Tiffany Emanuel-Wright


Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

District & Module Assessment data, Blended Learning data, FSA data, agendas, coaches logs, lesson plans, and Administrative reviews.

G2. If LGE implements a school-wide PBIS system for social emotional learning, then early warning risk factors will decrease and positive behaviors will increase. 1a

 G084250

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	25.0

Targeted Barriers to Achieving the Goal 3

- Many students' challenge the behavioral expectations at school, and disrupt classroom learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

-
-
- School guidance counselor
- Manatee Trading Post (school store)

Plan to Monitor Progress Toward G2. 8

Monthly PBIS Meetings

Person Responsible

Anne Nessler

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PBIS Meeting Minutes and Behavior Referral Data

G3. If LGE increases the level of teacher, parent, and stakeholder involvement in school-related activities, events, and programs, then school-wide culture and climate will improve. 1a

G084251

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	85.0

Targeted Barriers to Achieving the Goal 3

- Teacher participation and availability for school-wide activities and events.
- Consistent parental involvement in school-wide activities and events.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Teacher Association, Parent Involvement Room, Parent Academy, School Advisory Council, School Newsletter, School Website,
- Professional Learning Communities/School Improvement Teams, Auxiliary Committees

Plan to Monitor Progress Toward G3. 8

Monthly Meetings with PTA President

Person Responsible

Tiffany Emanuel-Wright

Schedule

Monthly, from 9/20/2016 to 5/23/2017

Evidence of Completion

Meeting Minutes and Membership Parent Feedback

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 increases the level of rigorous instruction through the use of best practices and facilitates student ownership of the learning during the 2016-17 school year, then student achievement will increase in all core academic areas. **1**

 G084249

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

 B223863

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

 S236214

Strategy Rationale

Provide curriculum articulation and increase teacher knowledge and effectiveness with the content-area expectations, frameworks, and data driven differentiated instruction.

Action Step 1 **5**

Weekly Collaborative Planning

Person Responsible

Tiffany Emanuel-Wright

Schedule

Weekly, from 8/15/2016 to 6/2/2017

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 collaborative planning sessions.

Person Responsible

Tiffany Emanuel-Wright

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Attendance records and meeting minutes.

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

Weekly walk-throughs by Administration.

Person Responsible

Tiffany Emanuel-Wright


Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom instructional techniques and artifacts that reflect acquired teacher knowledge.

G1.B1.S2 Scheduled Professional Development sessions in-house and district level. 4

 S236215

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 Administration, district trainers, and school based Math and Reading Coach to provide teachers with knowledge of best practices in their content area and the use of technology.

Person Responsible

Tiffany Emanuel-Wright

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher attendance records, agendas, classroom artifacts showing evidence of implementation of PD during Leadership Team and District walk-throughs. Administration will attend PD.

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

Administration will conduct weekly classroom walk throughs.

Person Responsible

Tiffany Emanuel-Wright

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom instructional techniques and artifacts that reflect acquired teacher knowledge.

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

Weekly walk-throughs by Administration.

Person Responsible

Tiffany Emanuel-Wright

Schedule

Weekly, from 8/15/2016 to 6/2/2017


Evidence of Completion

Classroom instructional techniques and artifacts reflecting acquired teacher knowledge.

G1.B2 Teacher consistency in the understanding and implementation of the instructional framework. 2

 B223864

G1.B2.S1 Weekly collaborative planning sessions with Coaches and Administration. 4

 S236216

Strategy Rationale

To collaborate on best practices, resources, and effective instructional techniques to implement in the classroom.

Action Step 1 5

School based Math and Reading Coach, along with Administration, will facilitate weekly collaborative planning sessions.

Person Responsible

Tiffany Emanuel-Wright

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Collaborative planning attendance logs and minutes.

Plan to Monitor Fidelity of Implementation of G1.B2.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.B2.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.B2.S2 Content coaches to model effective instruction and proper implementation of the instructional framework. 4

 S236217

Strategy Rationale

For teachers to have the opportunity to see first-hand effective instruction and how to implement strategies that will promote student success.

Action Step 1 5

Coaches will model effective instruction in select classrooms.

Person Responsible

John Booth

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Coach's logs and administration walk-through's.

Plan to Monitor Fidelity of Implementation of G1.B2.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.B2.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.B2.S3 Frequent feedback from Administration during walk-throughs. 4

 S236218

Strategy Rationale

Research based strategy to promote teacher growth and build collaborative relationships.

Action Step 1 5

Provide teachers with descriptive and frequent feedback from weekly walk-through's.

Person Responsible

Tiffany Emanuel-Wright

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

G1.B3 Teacher understanding of appropriate student discourse within the content areas that supports student ownership of learning . 2

 B223865

G1.B3.S1 Teachers will observe model classroom instruction in-house and at partner schools to learn instructional strategies that promote effective student discourse. 4

 S236219

Strategy Rationale

Teachers will get the opportunity to observe first-hand effective instruction from their colleagues to gain new strategies to implement in their own classroom.

Action Step 1 5

Identify model classrooms at LGE.

Person Responsible

Tiffany Emanuel-Wright

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Identified model classrooms.

Action Step 2 5

Schedule in-house and partner school observations.

Person Responsible

Tiffany Emanuel-Wright

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observation logs and Coach's logs.

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

Teacher observations of model classrooms.

Person Responsible

Tiffany Emanuel-Wright

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observation records and logs provided by Administration and Coaches.

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

Teacher observations of model classrooms to gain knowledge on how to facilitate effective student discourse.

Person Responsible

Tiffany Emanuel-Wright

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Administration walk-through's to ensure implementation of learned strategies.

G2. If LGE implements a school-wide PBIS system for social emotional learning, then early warning risk factors will decrease and positive behaviors will increase. 1

G084250

G2.B2 Many students' challenge the behavioral expectations at school, and disrupt classroom learning. 2

B223867

G2.B2.S1 Rewards and incentives. 4

S236220

Strategy Rationale

Provide positive feedback during classroom engagement. Encourage student learning through focusing on engagement of the learning cycle. This may include LGE credits to purchase items in the school store.

Action Step 1 5

Earning LGE credits to be used in the Manatee Trading Post (school store)

Person Responsible

Kendall Parris

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Tracking Sheets and Student Credits Collection

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

Utilization of credits and school store operation

Person Responsible

Anne Nessler

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher Data and Student Credit collection

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

Analysis of Behavior Data

Person Responsible

Anne Nessler

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Behavior Trend Analysis

G2.B2.S2 Behavior expectations in place for common areas of the school. 4

 S236221

Strategy Rationale

Students are provided CHAMPS behavior rationale and are expected to provide self monitoring regarding expectations.

Action Step 1 5

Charting and Posting Behavior Expectations

Person Responsible

Anne Nessler

Schedule

On 6/2/2017

Evidence of Completion

Behavior Collection Data and Referral Data

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Observe student movement and behavioral data

Person Responsible

Anne Nessler

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Behavior Trends Analysis

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Student Movement and Behavior Data

Person Responsible

Anne Nessler

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Behavior Trend Analysis

G3. If LGE increases the level of teacher, parent, and stakeholder involvement in school-related activities, events, and programs, then school-wide culture and climate will improve. 1

 G084251

G3.B1 Teacher participation and availability for school-wide activities and events. 2

 B223869

G3.B1.S1 to ensure full participation by all teachers in a committee or auxiliary teams and school-wide programs and events. 4

 S236222

Strategy Rationale

To provide collaborative opportunities for teachers with colleagues and school stakeholders.

Action Step 1 5

Each teacher selects a committee and/or auxiliary team during pre-planning for the school year

Person Responsible

Anne Nessler

Schedule

On 6/2/2017

Evidence of Completion

Meeting agendas, sign in sheets and initiatives

Action Step 2 5

Monthly reporting committee actions/events during faculty meetings

Person Responsible

Anne Nessler

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Committee meeting minutes and faculty meeting agendas

G3.B2 Consistent parental involvement in school-wide activities and events. 2

 B223870

G3.B2.S1 Increase membership and involvement in PTA meetings and activities. 4

 S236223

Strategy Rationale

PTA is designed to foster a collaborative relationship between the school and families.

Action Step 1 5

Monthly PTA meetings and Quarterly Events

Person Responsible

Anne Nessler

Schedule

Monthly, from 9/20/2016 to 5/23/2017

Evidence of Completion

PTA membership and meeting minutes

Action Step 2 5

Provide incentives for parent participation in PTA

Person Responsible

Anne Nessler

Schedule

Monthly, from 9/20/2016 to 5/23/2017












Evidence of Completion

Sign in Sheets and Parent Feedback

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.MA1 M310456	Observations conducted by school based coach, district specialist or More Knowledgeable Other to...	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.B2.S1.MA1 M310457	School based Math Coach will observe selected classroom teacher utilizing specified components of...	White, Carin	8/18/2014	School based Math Coach's anecdotal notes	6/5/2015 one-time
G1.B2.S2.MA1 M310458	A member of the leadership team will observe the novice teacher's application of their newly...	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.B2.S2.MA1 M310459	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
G3.MA1 M310468	Monthly Meetings with PTA President	Emanuel-Wright, Tiffany	9/20/2016	Meeting Minutes and Membership Parent Feedback	5/23/2017 monthly
G3.B2.S1.A1 A304716	Monthly PTA meetings and Quarterly Events	Nessler, Anne	9/20/2016	PTA membership and meeting minutes	5/23/2017 monthly
G3.B2.S1.A2 A304717	Provide incentives for parent participation in PTA	Nessler, Anne	9/20/2016	Sign in Sheets and Parent Feedback	5/23/2017 monthly
G1.MA1 M310462	Submission of collaborative planning agendas, documentation of feedback and next steps by...	Emanuel-Wright, Tiffany	8/15/2016	District & Module Assessment data, Blended Learning data, FSA data, agendas, coaches logs, lesson plans, and Administrative reviews.	6/2/2017 weekly
G2.MA1 M310467	Monthly PBIS Meetings	Nessler, Anne	8/15/2016	PBIS Meeting Minutes and Behavior Referral Data	6/2/2017 monthly
G1.B1.S1.MA1 M310452	Weekly walk-throughs by Administration.	Emanuel-Wright, Tiffany	8/15/2016	Classroom instructional techniques and artifacts that reflect acquired teacher knowledge.	6/2/2017 weekly
G1.B1.S1.MA1 M310453	A member of the leadership team will be in attendance at all collaborative planning sessions.	Emanuel-Wright, Tiffany	8/15/2016	Attendance records and meeting minutes.	6/2/2017 weekly
G1.B1.S1.A1 A304705	Weekly Collaborative Planning	Emanuel-Wright, Tiffany	8/15/2016	Common Planning Agenda and lesson implementation by teachers.	6/2/2017 weekly
G1.B2.S1.A1 A304707	School based Math and Reading Coach, along with Administration, will facilitate weekly...	Emanuel-Wright, Tiffany	8/15/2016	Collaborative planning attendance logs and minutes.	6/2/2017 weekly
G1.B3.S1.MA1 M310460	Teacher observations of model classrooms to gain knowledge on how to facilitate effective student...	Emanuel-Wright, Tiffany	8/15/2016	Administration walk-through's to ensure implementation of learned strategies.	6/2/2017 monthly
G1.B3.S1.MA1 M310461	Teacher observations of model classrooms.	Emanuel-Wright, Tiffany	8/15/2016	Observation records and logs provided by Administration and Coaches.	6/2/2017 monthly
G1.B3.S1.A1 A304710	Identify model classrooms at LGE.	Emanuel-Wright, Tiffany	8/15/2016	Identified model classrooms.	6/2/2017 daily
G1.B3.S1.A2 A304711	Schedule in-house and partner school observations.	Emanuel-Wright, Tiffany	8/15/2016	Observation logs and Coach's logs.	6/2/2017 monthly
G2.B2.S1.MA1 M310463	Analysis of Behavior Data	Nessler, Anne	8/15/2016	Behavior Trend Analysis	6/2/2017 monthly
G2.B2.S1.MA1 M310464	Utilization of credits and school store operation	Nessler, Anne	8/15/2016	Teacher Data and Student Credit collection	6/2/2017 biweekly

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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
G2.B2.S1.A1  A304712	Earning LGE credits to be used in the Manatee Trading Post (school store)	Parris, Kendall	8/15/2016	Tracking Sheets and Student Credits Collection	6/2/2017 biweekly
G3.B1.S1.A1  A304714	Each teacher selects a committee and/ or auxiliary team during pre-planning for the school year	Nessler, Anne	8/15/2016	Meeting agendas, sign in sheets and initiatives	6/2/2017 one-time
G3.B1.S1.A2  A304715	Monthly reporting committee actions/ events during faculty meetings	Nessler, Anne	8/15/2016	Committee meeting minutes and faculty meeting agendas	6/2/2017 monthly
G1.B1.S2.MA1  M310454	Weekly walk-throughs by Administration.	Emanuel-Wright, Tiffany	8/15/2016	Classroom instructional techniques and artifacts reflecting acquired teacher knowledge.	6/2/2017 weekly
G1.B1.S2.MA1  M310455	Administration will conduct weekly classroom walk throughs.	Emanuel-Wright, Tiffany	8/15/2016	Classroom instructional techniques and artifacts that reflect acquired teacher knowledge.	6/2/2017 weekly
G1.B1.S2.A1  A304706	Based on teacher needs, Professional Development sessions will be conducted by Administration,...	Emanuel-Wright, Tiffany	8/15/2016	Teacher attendance records, agendas, classroom artifacts showing evidence of implementation of PD during Leadership Team and District walk-throughs. Administration will attend PD.	6/2/2017 biweekly
G1.B2.S2.A1  A304708	Coaches will model effective instruction in select classrooms.	Booth, John	8/15/2016	Coach's logs and administration walk-through's.	6/2/2017 biweekly
G2.B2.S2.MA1  M310465	Student Movement and Behavior Data	Nessler, Anne	8/15/2016	Behavior Trend Analysis	6/2/2017 monthly
G2.B2.S2.MA1  M310466	Observe student movement and behavioral data	Nessler, Anne	8/15/2016	Behavior Trends Analysis	6/2/2017 monthly
G2.B2.S2.A1  A304713	Charting and Posting Behavior Expectations	Nessler, Anne	8/15/2016	Behavior Collection Data and Referral Data	6/2/2017 one-time
G1.B2.S3.A1  A304709	Provide teachers with descriptive and frequent feedback from weekly walk-through's.	Emanuel-Wright, Tiffany	8/15/2016		6/2/2017 weekly

V. Professional Development Opportunities

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

G1. If LGE increases the level of rigorous instruction through the use of best practices and facilitates student ownership of the learning during the 2016-17 school year, then student achievement will increase in all core academic areas.

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

G1.B1.S1 Weekly Collaborative Planning: Teacher Directed & Administration Directed

PD Opportunity 1

Weekly Collaborative Planning

Facilitator

Kendall Parris, Assistant Principal Anne Nessler, Math Coach Janet Goldstein, Reading Coach

Participants

All K-5 Math/ELA/Science content-area teachers.

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G1.B1.S2 Scheduled Professional Development sessions in-house and district level.

PD Opportunity 1

Based on teacher needs, Professional Development sessions will be conducted by Administration, district trainers, and school based Math and Reading Coach to provide teachers with knowledge of best practices in their content area and the use of technology.

Facilitator

Kendall Parris, Assistant Principal Anne Nessler, Math Coach Janet Goldstein, Reading Coach
District Trainers

Participants

All K - 5 Math/ELA/Science content area teachers.

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

G1.B2 Teacher consistency in the understanding and implementation of the instructional framework.

G1.B2.S1 Weekly collaborative planning sessions with Coaches and Administration.

PD Opportunity 1

School based Math and Reading Coach, along with Administration, will facilitate weekly collaborative planning sessions.

Facilitator

Kendall Parris, Assistant Principal Anne Nessler, Math Coach Janet Goldstein, Reading Coach

Participants

All K-5 Math/ELA/Science content-area teachers.

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G1.B2.S2 Content coaches to model effective instruction and proper implementation of the instructional framework.

PD Opportunity 1

Coaches will model effective instruction in select classrooms.

Facilitator

Janet Goldstein, ELA Coach Anne Nessler, Math Coach Tiffany Emanuel-Wright, Principal Kendall Parris, Assistant Principal

Participants

All K-5 Math/ELA/Science content-area teachers.

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

G1.B2.S3 Frequent feedback from Administration during walk-throughs.

PD Opportunity 1

Provide teachers with descriptive and frequent feedback from weekly walk-through's.

Facilitator

Tiffany Emanuel-Wright, Principal Kendall Parris, Assistant Principal

Participants

All K-5 Math/ELA/Science content-area and resource teachers.

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G1.B3 Teacher understanding of appropriate student discourse within the content areas that supports student ownership of learning .

G1.B3.S1 Teachers will observe model classroom instruction in-house and at partner schools to learn instructional strategies that promote effective student discourse.

PD Opportunity 1

Schedule in-house and partner school observations.

Facilitator

Tiffany Emanuel Wright, Principal Kendall Parris, Assistant Principal Anne Nessler, Math Coach Janet Goldstein, Reading Coach

Participants

All K-5 Math/ELA/Science content-area teachers.

Schedule

Monthly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Weekly Collaborative Planning	\$0.00
2	G1.B1.S2.A1	Based on teacher needs, Professional Development sessions will be conducted by Administration, district trainers, and school based Math and Reading Coach to provide teachers with knowledge of best practices in their content area and the use of technology.	\$0.00
3	G1.B2.S1.A1	School based Math and Reading Coach, along with Administration, will facilitate weekly collaborative planning sessions.	\$0.00
4	G1.B2.S2.A1	Coaches will model effective instruction in select classrooms.	\$0.00
5	G1.B2.S3.A1	Provide teachers with descriptive and frequent feedback from weekly walk-through's.	\$0.00
6	G1.B3.S1.A1	Identify model classrooms at LGE.	\$0.00
7	G1.B3.S1.A2	Schedule in-house and partner school observations.	\$0.00
8	G2.B2.S1.A1	Earning LGE credits to be used in the Manatee Trading Post (school store)	\$0.00
9	G2.B2.S2.A1	Charting and Posting Behavior Expectations	\$0.00
10	G3.B1.S1.A1	Each teacher selects a committee and/or auxiliary team during pre-planning for the school year	\$0.00
11	G3.B1.S1.A2	Monthly reporting committee actions/events during faculty meetings	\$0.00
12	G3.B2.S1.A1	Monthly PTA meetings and Quarterly Events	\$0.00
13	G3.B2.S1.A2	Provide incentives for parent participation in PTA	\$0.00
Total:			\$0.00