

Duval County Public Schools

Loretto Elementary School



2016-17 Schoolwide Improvement Plan

Loretto Elementary School

3900 LORETTO RD, Jacksonville, FL 32223

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

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	No	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	A

**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 11/1/2016.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	34
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	37

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 Loretto 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.

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 technologically advanced world.

b. 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.

2. School Environment

a. 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 Orientation, Open House, Boosterthon, monthly Family Nights at various venues, Math/Science/Reading/Writing Nights, etc. Many of our teachers eat lunch with their students, allowing for bonding and informal conversations.

b. 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 the 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.

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.

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. During pre-planning, leadership reviewed the code of conduct, along with the various levels of offenses, as well as suggestions for how each type can be successfully addressed. Teachers were reminded that building relationship early on, greeting students as they enter the classroom and communicating positively with their students can help minimize and even prevent potential negative/disruptive behaviors. Leadership will continue to emphasize throughout the year the important role that rigorous and relevant instruction plays in keeping students engaged. If a student is academically engaged, then he/she is less likely to misbehave.

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 ensures the social-emotional needs of all students by appropriately utilizing the expertise of our school counselors. Our counselors teach 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 is continuing with the program- All Pro Dads, which welcomes our fathers and male mentors into the school to become more active in their children's lives. Some meetings focus on how dads can 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. What's more, our school counselors will implement the FACE program, which is a program designed to provide positive strategies and problem-solving skills for students who need social/emotional support.

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.

N/A

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	6	6	7	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	3	7	13	0	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	23	31	53	0	0	0	0	0	0	0	107

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Our school has implemented several intervention strategies to improve academic performance of students. Students who have been identified as part of the bottom quartile will receive additional, targeted support either during school with a Reading interventionist, or tutoring after school . In addition, we provide professional development for our teachers on how to implement Response to Intervention (RtI) for all tiers. Teachers provide accommodations and modifications according to students' IEP and 504 plans, and as needed per teacher judgment and observations. Furthermore, teachers will use technology programs within their center rotations to enhance lessons, such as iReady and Achieve 3000.

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?

No

1. PIP Link

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

2. 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. Because we are a large school, we put plans into place to try to give a more personable feel when meeting with our stakeholders. For example, we host several orientations and open houses. This allows for smaller gatherings for the general meetings. During orientations, administration communicates to parents the purpose of SAC, and invites parents to join. SAC meetings allow parents, leadership personnel, and teachers to discuss the state of the school, as well as share ideas and suggestions for school improvement. For instance, one such program that is in its beginning stage is STEM. 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", 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.

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.

Our school builds and sustains a positive relationship 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, just to name a few. Some of our partners host what we call Loretto Family/Spirit Nights, which allow parents, students, faculty/staff, the business partner and the rest of the community to eat and fellowship with one another, as well as raise money for the school. Students and parents are able to experience teachers in a different setting, further strengthening the relationships. To show our gratitude, Loretto hosts an annual Business/Faith-Based Partner Brunch. Partners are thanked for their contributions and efforts, are fed and are presented with various tokens of appreciation.

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
Kemp, Kristie	Principal
Johnson, Laquitrice	Assistant Principal
Marsh, Lauri	Assistant Principal
Tilbrook, Laurin	Instructional Coach

b. Duties

1. 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 Rtl, conducts assessments of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Assistant Principal: Laquitrice Johnson – Provides guidance on 3-5 ELA instruction; ensures that the school- based team is implementing Rtl; leads common planning sessions, whereby data is analyzed, along with student work; ensures implementation of intervention support and documentation; conducts walkthroughs and provides timely feedback to teachers to enhance teaching and learning; communicates with parents regarding school-based Rtl plans and activities. Provides guidance on data analysis and planning data driven instruction and collaborates with staff on professional development needs.

Assistant Principal – Lauri Marsh –Provides guidance on Kg-2 Reading/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 and is Testing Coordinator.

Literacy Coaches: Laurie Tilbrook and Barbara Gerdes – Develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum assessment and intervention strategies; assist with whole school screening programs that provide

early intervention services for children considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and student progress monitoring. School Counselors: Patricia Yon and Noel 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 is the School Technology Coordinator (STC). He teaches the basics of technology to our primary students; however, our intermediate students learn how to write simple programs, among many other skills necessary for college and career readiness. Welser 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: Slate/Darling – K; Lavello – 1st; Sweat- 2nd; Vogt, Vondrasek- 3rd; Bickerstaff– 4th; Knight – 5th ; Graves, Faunce – ESE. Academic: Bryant/Badzek- Kg, Silsby- 1st, Ackerman- 2nd, Bacon/Soud- 3rd, McMillan- 4th, Manning- 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 – Lou 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.

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.

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 before and after school tutorial sessions, and through additional support during school when our literacy coaches, as well as admin, works with a small group of identified high-needs students. 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 an additional Reading Coach, allowing one coach to support Kg-2 and the other to support 3-5.

Depending on the availability of Supplemental Academic Instruction (SAI) funds, money will be used to provide after school tutoring for our identified subgroups not meeting expectations. We will also offer enrichment opportunities to focus on higher order thinking and problem solving skills for our high 3's, 4's and 5'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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Natalie Blum	Parent
Jill Cassette	Education Support Employee
Lauren Bolin	Parent
John Prater	Parent
Kristie Kemp	Principal
Jen Buksar	Parent
Elizabeth Landowski	Parent
Rachel Beck	Parent
Angela Richman	Business/Community
Nacole McCain	Parent
Don Levinson	Parent
Laura Ninesling	Parent
Kristina Heath	Parent
Sarah Yerington	Parent
Jennifer Pittman	Parent
Michelle Roulhac	Education Support Employee
Kim Bruns	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

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.

b. 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.

c. 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.

2. 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

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

Yes

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

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
Kemp, Kristie	Principal
Johnson, Laquित्रice	Assistant Principal
Marsh, Lauri	Assistant Principal
Tilbrook, Laurin	Instructional Coach

b. Duties

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

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, with an emphasis on our bottom quartile students. The following teachers make up the Reading VLC, and are representatives for their grade level: Kg- Miracle; 1st- Jernigan; 2nd- Bryant/Roulhac; 3rd- Miller; 4th- Tuell; 5th- Holley/Clifton. The team plans multiple Reading celebrations to encourage and celebrate our students. An August celebration was held for those students who met their summer reading goal. A small celebration will be held every quarter to keep students on track and motivated to reach their goal. Another reading celebration event is the Supt'd.'s Reading Campaign Kick-Off, typically in October. Last, but not least, 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, as well as common assessment 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 of best instructional practices.

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.

Common Planning will occur once a week. All teachers will participate in data analysis, unpacking standards, planning for upcoming lessons, and more, while working together as a grade level or department. These sessions will be lead by our instructional coaches and administration during the school day. On early release days, beginning at 2:00, teachers will participate in learning cycles based on topics offered by the district. When possible, teachers will be able to choose their PD according to their interest and need, so that their professional development may be differentiated, and assist with their personal goals on the IPDP. 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, conducted during their resource time, is held in a different teacher's classroom, and will rotate, so that teachers have the opportunity to see the great artifacts inside their peer's classroom, which often spark great conversation about instructional practices that are working. This planning will meet the specific needs of the grade level and individual teachers. Some topics to be addressed are small group lesson plans, Curriculum Guides, small group instruction, vocabulary acquisition, common assessments, as well as integrating writing into all subject areas.

2. 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. During pre-planning, the leadership team met with all new to Loretto teachers; took them on a tour of the school, highlighting key areas/buildings/staff. 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 Development & Support Program (TDS). 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 led 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 (primary & intermediate). The coaches assist in helping the teacher plan instruction, model demonstration lessons, observe and offer 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 Saxon coaching cycle.

3. 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, Teacher Development Support (TDS), Infusing common core standards, Demonstration lessons and debriefs, and planning content lessons together are some of the planned mentoring activities.

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.

Teachers follow the district's curriculum guide, which is used to guide teachers in effective, timely instruction of Florida standards. However, analysis of lessons is done with grade level/department and leadership during common planning, to determine if the core instructional program is sufficient, or if supplemental materials will be needed to adequately teach required standards. After teaching various lessons from the Curriculum, an assessment is administered. Assessments may be the CGA, Entrance/Exit Ticket, common assessment developed by teachers or a combination, so that teachers may determine if learning has taken place. Teachers and leadership also 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. In addition, student work is brought to common planning to analyze, using such protocols as EQUIP. This process allows teachers to determine if students are mastering standards, and at what achievement level.

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.

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, LEP 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.

This year, the following has been added to address areas of deficiency:

- SAXON program for our primary teachers, which will help form a more solid foundation for Kg-2nd graders; thus, enabling these students to be better prepared by the time they reach 3rd grade

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: After School Program

Minutes added to school year: 10,800

Two of our experienced and skilled teachers are working with specific students who fall into our bottom quartile, during Extended Day program, designed to provide struggling students with additional support with mastering concepts/skills of the core curriculum. Mrs. Lavello works with students in grades 1st-3rd. Ms. Bickerstaff works with students in grades 4th-5th.

Strategy Rationale

Upon identification of our lower quartile, and analysis of our baseline data, many students in grades 1st-5th 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

Johnson, Laquitrice, moselyl@duvalschools.org

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

Teacher-made and District Baseline Assessments
IReady
Achieve 3000 Lexile Levels

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.

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.

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

In ELA, the two highest averaging Content Focus Areas for 3rd grade were Craft & Structure (75%) & Language & Editing (88%). 4th/5th grade- Language & Editing (86%).

The two highest strands/areas in Math were:

Numbers and Operations in Base Ten (Tested in 4th/5th)

Operations, Algebraic Thinking, and Numbers in Base Ten (Tested in 3rd grade) The scoring average was 83.2.

*** The Base Ten strand accounts for 27 standards in grades 3-5. The scoring average was 81.2.

Areas of Need

Integrating Knowledge and Ideas standards in ELA, bottom quartile students not making sufficient gains

The two lowest strands/areas in Math were:

Numbers and Operations – Fractions (3rd-5th) This strand accounts for 19 standards in third through fifth. Scoring average was 72.9.

Operations and Algebraic Thinking (4th) This strand accounts for 6 standards. Scoring average was 73.6

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.

Possible causes for areas of need: new curriculum, not enough timely response to intervention (RtI), increases ESE/ELL population

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers (Kg-5th), along with leadership, learn our bottom quartile students, and provide relevant and timely response to intervention, then our bottom quartile students will make a 10% gain on the Florida State Assessment and our students' proficiency rate will increase by 5% or higher on the district and state assessments, in Reading, Math and Science.
- G2.** If faculty and staff plan more engaging, family-oriented academic events, that involve our business partners and other community stakeholders, then our teacher, parent and community involvement with after school activities will increase.

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 all teachers (Kg-5th), along with leadership, learn our bottom quartile students, and provide relevant and timely response to intervention, then our bottom quartile students will make a 10% gain on the Florida State Assessment and our students' proficiency rate will increase by 5% or higher on the district and state assessments, in Reading, Math and Science. 1a

G086417

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	56.0
FSA ELA Achievement	57.0

Targeted Barriers to Achieving the Goal 3

- Not all teachers thoroughly understand the depths and expectations of content area focus standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Utilization of common planning time, as well as Virtual Early Release trainings, whereby teachers will engage in professional development surrounding "Diving Deeper into Standards".

Plan to Monitor Progress Toward G1. 8

iReady, Achieve 3000, teacher-made common assessments (pre and post), district benchmark assessments, FSA data

Person Responsible

Laurin Tilbrook

Schedule

Biweekly, from 8/29/2016 to 5/31/2017

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 are managing time on Blended Learning and how students are progressing. Our instructional coaches 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 teacher, parent and community involvement with after school activities will increase. 1a

G086418

Targets Supported 1b

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

Math Gains

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources for teachers include: Instructional Coaches, collaborative planning time with subject area peers, business partners, and district support personnel . Resources for parents include: Eureka Math, Kahn Academy, and Engage New York.

Plan to Monitor Progress Toward G2. 8

Volunteer Logs, Numbers present at monthly Parent and Spirit Nights, Open House participation, Gallup Surveys

Person Responsible

Laquitrice Johnson

Schedule

Monthly, from 8/26/2016 to 5/31/2017

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. Our PTA keeps track of the numbers and success of our monthly Spirit Nights. Teachers submit sign-in sheets from Open House.

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 (Kg-5th), along with leadership, learn our bottom quartile students, and provide relevant and timely response to intervention, then our bottom quartile students will make a 10% gain on the Florida State Assessment and our students' proficiency rate will increase by 5% or higher on the district and state assessments, in Reading, Math and Science. **1**

G086417

G1.B1 Not all teachers thoroughly understand the depths and expectations of content area focus standards.

2

B229649

G1.B1.S1 Discuss ideas to integrate more opportunities for students to work on activities/lessons that address identified target Content Focus Area standards. **4**

S242293

Strategy Rationale

After careful analysis of the Florida State Assessment (FSA), there was one Content Focus Area that students in 3rd-5th did poorest. This data tells us that students did not perform well in this area because they had not been provided adequate exposure to similar items/tasks, at least not to the depth expected of them.

Action Step 1 **5**

So that teachers would have a better understanding of which standards students struggled the most with on the FSA, various activities were prepared and given to teachers to complete during pre-planning. Each activity addressed a different standard that falls under the target Content Focus Area. Not only did this bring awareness to all teachers where our problem areas are, but it helped to identify the layers of expectations of students.

Person Responsible

Laquitrice Johnson

Schedule

Weekly, from 8/15/2016 to 8/19/2016

Evidence of Completion

Copies of teachers' responses to activities and conversation during Pre- Planning will serve as evidence of implementation.

Action Step 2 5

Teachers will bring various lesson ideas to present and discuss during common planning. This will allow teachers to leave training with additional ideas/activities to implement during small group/center rotation. Academic coaches will also provide professional development on creating differentiated center activities.

Person Responsible

Laquitrice Johnson

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

common planning agenda, samples of center activities

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. Teachers will also conduct peer observations from time to time, to acquire ideas for improving one's craft.

Person Responsible

Kristie Kemp

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Walkthrough logs, observation next steps, common planning agendas

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

In order for Science teachers to adequately support ELA, he/she must have a solid understanding of the target objectives. This will encourage ELA and Science teachers to dig deeper on their own, and as a team, to uncover the essential ingredients needed to make a healthy, seamless lesson that builds. With Science teachers, in a sense, acting as a reinforcement, more students will have a chance to internalize learning, thus enabling more students to be successful.

Person Responsible

Kristie Kemp

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Walkthroughs, logs, formal/informal observations, discussions with teachers and students, student journals

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

Science is also supported by way of implementation of Science centers during Math rotations. Math centers will be implemented daily. Academic coaches will discuss with teachers the "Mathematical Practices", and assist teachers with the planning and implementation of the center activities.

Person Responsible

Kristie Kemp

Schedule

Daily, from 9/1/2016 to 5/31/2017

Evidence of Completion

Walkthrough logs, lesson plans, discussion with teachers and students

G1.B1.S2 Science and ELA teachers will plan and collaborate to identify ways to integrate one within the other, and how Science can support ELA with writing. 4

S242294

Strategy Rationale

As students learn various Reading and Writing skills/concepts, the Science teacher can capitalize on this by having students apply these skills in a different capacity. Not only are students expected to include evidence and elaboration when responding to an ELA question, but equally so when responding to a Science-related question.

Action Step 1 5

Math/Science and ELA teachers will discuss the core curriculum, then develop creative activities that will enable students to have more practice with key standards. This will also help teachers determine if teaching is transferring into learning.

Person Responsible

Laquitrice Johnson

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Multiple samples of student work will be brought to common planning for analysis. Teachers and leadership will utilize the item specs, agreed upon rubrics and exemplars to determine standards mastery and within what achievement levels.

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

Instructional Coach and administrators will plan with teachers during Common Planning Time, as well as facilitating Virtual Early Release Professional Development (V.E.R.), providing guidance and feedback on planning and incorporating approved supplemental materials within the core curriculum.

Person Responsible

Kristie Kemp

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Walkthroughs, observation, logs, common planning agendas

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

In order for Science teachers to adequately support ELA, he/she must have a solid understanding of the objectives. This will encourage ELA and Science teachers to dig deeper on their own, and as a team, to uncover all necessary ingredients to make a healthy lesson that builds. A portion of almost every C.P. session will be dedicated to how and what activities students are working on that zero in on the target standards. With Science teachers serving, in a sense, as an enforcer to what's learned in ELA, students will have more chances to internalize learning.

Person Responsible

Kristie Kemp

Schedule

Weekly, from 8/22/2016 to 8/31/2017

Evidence of Completion

Classroom walkthrough, logs, formal and informal observations, conversations with teachers and students

G1.B1.S3 Increase the use of informational texts within whole group and small group instruction. 4

S242295

Strategy Rationale

Baseline data reveals that students perform better on items related to fictional text; thus, they need more instruction and practice with non-fiction text to become just as proficient. Achieve 3000 provides non-fiction text for students to closely read on their individual lexile levels. Achieve articles provide a plethora of grade-level articles.

Action Step 1 5

Ensure student usage of Achieve 3000 on a daily basis during Blended Learning center, monitoring closely students' progress, or lack thereof, making the timely, necessary adjustments.

Person Responsible

Laquitrice Johnson

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

Walkthroughs, conversations with students, lesson plans

Action Step 2 5

Teachers will use more non-fiction text to model reading and writing strategies during whole group instruction.

Person Responsible

Laquitrice Johnson

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

walkthrough logs; common planning agendas

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

Walkthroughs, formal/informal observation, coaching conversations

Person Responsible

Kristie Kemp

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Lesson plans, student work, observation logs

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

Formal/Informal Observations, classroom walkthroughs

Person Responsible

Laquitrice Johnson

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Common assessment data, feedback from teachers and students, samples of student work

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

G086418

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

B229650

G2.B1.S1 Plan and host a Math Family Night in partnership with of our community stakeholders, whereby teachers work along side parents and students as they complete Math tasks in a non-threatening environment. 4

S242297

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

Kristie Kemp

Schedule

On 10/31/2016

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

Kristie Kemp

Schedule

Biweekly, from 10/3/2016 to 11/30/2016

Evidence of Completion

VLC agendas/minutes, math packets developed for event

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

Teachers will work closely with multiple families as parent and child try to complete as many real-life application tasks as possible in the Publix supermarket.

Person Responsible

Kristie Kemp


Schedule

On 11/30/2016

Evidence of Completion

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

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

 S242298

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 8/22/2016 to 5/31/2017

Evidence of Completion

Common planning agendas, walkthroughs, observations

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

Laurin Tilbrook

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

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

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. Teachers will also become more confident in sharing various strategies and tips with parents during conferences and/or after school community events/ parent nights.

Person Responsible

Lauri Marsh

Schedule

Weekly, from 8/22/2016 to 5/31/2017









Evidence of Completion

Student grades, students' journal entries, 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.B1.S1.A1 A313603	So that teachers would have a better understanding of which standards students struggled the most...	Johnson, Laquitrice	8/15/2016	Copies of teachers' responses to activities and conversation during Pre-Planning will serve as evidence of implementation.	8/19/2016 weekly
G2.B1.S1.A1 A313609	Members of our Math VLC will plan a Math Family Night in conjunction with one of our business...	Kemp, Kristie	10/6/2016	Vertical Learning Community (VLC) agendas, math packets, pictures from event	10/31/2016 one-time
G2.B1.S1.MA1 M323737	Teachers will work closely with multiple families as parent and child try to complete as many...	Kemp, Kristie	11/3/2016	Emails sent out to parents, flyers sent home, feedback from teachers/parents, pictures	11/30/2016 one-time
G2.B1.S1.MA1 M323738	Math VLC chairperson will give an update of plans each month during the faculty meeting.	Kemp, Kristie	10/3/2016	VLC agendas/minutes, math packets developed for event	11/30/2016 biweekly
G1.MA1 M323736	iReady, Achieve 3000, teacher-made common assessments (pre and post), district benchmark...	Tilbrook, Laurin	8/29/2016	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 are managing time on Blended Learning and how students are progressing. Our instructional coaches will collect data once a month to determine top achievers and gains made by grade level, and post on data board.	5/31/2017 biweekly
G2.MA1 M323741	Volunteer Logs, Numbers present at monthly Parent and Spirit Nights, Open House participation,...	Johnson, Laquitrice	8/26/2016	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. Our PTA keeps track of the numbers and success of our monthly Spirit Nights. Teachers submit sign-in sheets from Open House.	5/31/2017 monthly
G1.B1.S1.MA1 M323727	In order for Science teachers to adequately support ELA, he/she must have a solid understanding of...	Kemp, Kristie	8/22/2016	Walkthroughs, logs, formal/informal observations, discussions with teachers and students, student journals	5/31/2017 weekly
G1.B1.S1.MA3 M323728	Science is also supported by way of implementation of Science centers during Math rotations. Math...	Kemp, Kristie	9/1/2016	Walkthrough logs, lesson plans, discussion with teachers and students	5/31/2017 daily
G1.B1.S1.MA1 M323729	Instructional coach and administrators will plan with teachers during Common Planning Time....	Kemp, Kristie	8/22/2016	Walkthrough logs, observation next steps, common planning agendas	5/31/2017 weekly
G1.B1.S1.A2 A313604	Teachers will bring various lesson ideas to present and discuss during common planning. This will...	Johnson, Laquitrice	8/22/2016	common planning agenda, samples of center activities	5/31/2017 weekly
G1.B1.S2.MA1 M323731	Instructional Coach and administrators will plan with teachers during Common Planning Time, as well...	Kemp, Kristie	8/22/2016	Walkthroughs, observation, logs, common planning agendas	5/31/2017 biweekly
G1.B1.S2.A1 A313605	Math/Science and ELA teachers will discuss the core curriculum, then develop creative activities...	Johnson, Laquitrice	8/22/2016	Multiple samples of student work will be brought to common planning for analysis. Teachers and leadership will utilize the item specs, agreed upon rubrics and exemplars to determine standards mastery and within what achievement levels.	5/31/2017 weekly

Duval - 0301 - Loretto Elementary School - 2016-17 SIP
Loretto Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1  M323739	As teachers learn new, effective instructional strategies, the more students will be engaged and...	Marsh, Lauri	8/22/2016	Student grades, students' journal entries, parent feedback	5/31/2017 weekly
G2.B1.S2.MA1  M323740	All teachers are expected to sign up for professional development on the ERO if attending any...	Tilbrook, Laurin	8/22/2016	Sign-in sheets, feedback from teachers, common planning agendas, lesson plans	5/31/2017 weekly
G2.B1.S2.A1  A313610	K-5th grade teachers will participate in district-led and school-led professional development to...	Marsh, Lauri	8/22/2016	Common planning agendas, walkthroughs, observations	5/31/2017 weekly
G1.B1.S3.MA1  M323733	Walkthroughs, formal/informal observation, coaching conversations	Kemp, Kristie	9/1/2016	Lesson plans, student work, observation logs	5/31/2017 monthly
G1.B1.S3.A1  A313606	Ensure student usage of Achieve 3000 on a daily basis during Blended Learning center, monitoring...	Johnson, Laquitrice	8/22/2016	Walkthroughs, conversations with students, lesson plans	5/31/2017 daily
G1.B1.S3.A2  A313607	Teachers will use more non-fiction text to model reading and writing strategies during whole group...	Johnson, Laquitrice	9/1/2016	walkthrough logs; common planning agendas	5/31/2017 weekly
G1.B1.S3.MA1  M323732	Formal/Informal Observations, classroom walkthroughs	Johnson, Laquitrice	9/1/2016	Common assessment data, feedback from teachers and students, samples of student work	6/2/2017 monthly
G1.B1.S2.MA1  M323730	In order for Science teachers to adequately support ELA, he/she must have a solid understanding of...	Kemp, Kristie	8/22/2016	Classroom walkthrough, logs, formal and informal observations, conversations with teachers and students	8/31/2017 weekly

V. Professional Development Opportunities

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

G1. If all teachers (Kg-5th), along with leadership, learn our bottom quartile students, and provide relevant and timely response to intervention, then our bottom quartile students will make a 10% gain on the Florida State Assessment and our students' proficiency rate will increase by 5% or higher on the district and state assessments, in Reading, Math and Science.

G1.B1 Not all teachers thoroughly understand the depths and expectations of content area focus standards.

G1.B1.S1 Discuss ideas to integrate more opportunities for students to work on activities/lessons that address identified target Content Focus Area standards.

PD Opportunity 1

So that teachers would have a better understanding of which standards students struggled the most with on the FSA, various activities were prepared and given to teachers to complete during pre-planning. Each activity addressed a different standard that falls under the target Content Focus Area. Not only did this bring awareness to all teachers where our problem areas are, but it helped to identify the layers of expectations of students.

Facilitator

Kemp, Johnson, Marsh

Participants

All Teachers

Schedule

Weekly, from 8/15/2016 to 8/19/2016

PD Opportunity 2

Teachers will bring various lesson ideas to present and discuss during common planning. This will allow teachers to leave training with additional ideas/activities to implement during small group/center rotation. Academic coaches will also provide professional development on creating differentiated center activities.

Facilitator

Kemp, Johnson, Marsh, Tilbrook, Gerdes

Participants

All teachers

Schedule

Weekly, from 8/22/2016 to 5/31/2017

G1.B1.S2 Science and ELA teachers will plan and collaborate to identify ways to integrate one within the other, and how Science can support ELA with writing.

PD Opportunity 1

Math/Science and ELA teachers will discuss the core curriculum, then develop creative activities that will enable students to have more practice with key standards. This will also help teachers determine if teaching is transferring into learning.

Facilitator

Kemp, Johnson, Marsh, Tilbrook, Gerdes

Participants

All teachers

Schedule

Weekly, from 8/22/2016 to 5/31/2017

G1.B1.S3 Increase the use of informational texts within whole group and small group instruction.

PD Opportunity 1

Teachers will use more non-fiction text to model reading and writing strategies during whole group instruction.

Facilitator

Barbara Gerdes

Participants

All ELA teachers

Schedule

Weekly, from 9/1/2016 to 5/31/2017

G2. If faculty and staff plan more engaging, family-oriented academic events, that involve our business partners and other community stakeholders, then our teacher, 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, Kristie Kemp

Participants

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

Schedule

Weekly, from 8/22/2016 to 5/31/2017

VI. Technical Assistance Items

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

G1. If all teachers (Kg-5th), along with leadership, learn our bottom quartile students, and provide relevant and timely response to intervention, then our bottom quartile students will make a 10% gain on the Florida State Assessment and our students' proficiency rate will increase by 5% or higher on the district and state assessments, in Reading, Math and Science.

G1.B1 Not all teachers thoroughly understand the depths and expectations of content area focus standards.

G1.B1.S3 Increase the use of informational texts within whole group and small group instruction.

TA Opportunity 1

Ensure student usage of Achieve 3000 on a daily basis during Blended Learning center, monitoring closely students' progress, or lack thereof, making the timely, necessary adjustments.

Facilitator

Laurie Tilbrook, Richard Welser

Participants

all 3-5 ELA teachers, ESE teachers

Schedule

Daily, from 8/22/2016 to 5/31/2017

VII. Budget

1	G1.B1.S1.A1	So that teachers would have a better understanding of which standards students struggled the most with on the FSA, various activities were prepared and given to teachers to complete during pre-planning. Each activity addressed a different standard that falls under the target Content Focus Area. Not only did this bring awareness to all teachers where our problem areas are, but it helped to identify the layers of expectations of students.	\$0.00
2	G1.B1.S1.A2	Teachers will bring various lesson ideas to present and discuss during common planning. This will allow teachers to leave training with additional ideas/activities to implement during small group/center rotation. Academic coaches will also provide professional development on creating differentiated center activities.	\$0.00
3	G1.B1.S2.A1	Math/Science and ELA teachers will discuss the core curriculum, then develop creative activities that will enable students to have more practice with key standards. This will also help teachers determine if teaching is transferring into learning.	\$0.00
4	G1.B1.S3.A1	Ensure student usage of Achieve 3000 on a daily basis during Blended Learning center, monitoring closely students' progress, or lack thereof, making the timely, necessary adjustments.	\$0.00
5	G1.B1.S3.A2	Teachers will use more non-fiction text to model reading and writing strategies during whole group instruction.	\$0.00
6	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

Duval - 0301 - Loretto Elementary School - 2016-17 SIP
Loretto Elementary School

7	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