

# Loretto Elementary School



2014-15 School Improvement Plan

## Loretto Elementary School

3900 LORETTO RD, Jacksonville, FL 32223

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

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
28%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
27%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

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

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

#### School Environment

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

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

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

Our school creates an environment of safety and respect by developing a comprehensive Emergency/Safety Plan that meets the district expectations. Teachers and students practice the proper protocol for different emergency situations, so that students are not unfamiliar with procedures if a situation occurs. The school conducts several assemblies throughout year to inform students of the Code of Conduct rules, consequences and expectations. We make it clear to students that their safety is a priority and that we will do everything we can to ensure that they are safe. We let them know that they can inform and 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.

##### **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 conversations levels, and which ones to use, how to get help, what the expectations for movement and participation are, depending on their activity. We also enforce CHAMPs in the hallways and cafeteria, as well as resource classes. This provides consistency for children.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

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

**Early Warning Systems**

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

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	3	4	2	7	5	6	27
Course failure in ELA or Math	13	5	1	6	1	0	26
Level 1 on statewide assessment	0	0	0	10	6	6	22

*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	
Students exhibiting two or more indicators	3	4	1	8	6	6	28

**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. One program, called Project Owl, is a tutoring program, where students who have been identified as part of the bottom quartile will receive additional, targeted support either during or 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, as needed per teacher judgment and observations. Furthermore, teachers will use technology programs within their center rotations to enhance lessons, such as iReady, IXL, Gizmos, among others.

## Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

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

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

Our school builds and sustains partnerships with the local community by establishing partnerships with local businesses. Currently, our school partners with over 25 businesses and faith-based institutions. Our partners provide school supplies, incentives for teachers, and awards for student achievement. Our partners even volunteer when we host special events. What's more, our partners reward the school with money back when the community patronizes their business and mentions our school name. Our business/faith-based partners include Mandarin Baptist Church, Walmart, Chick-fil-a, RPM Automotive, Bruster's, Barnes & Noble, Horace Mann, First Watch, Nemetz Dental, KB Homes and The Red Elephant.

## Effective Leadership

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

### School Leadership Team

#### **Membership**

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

## Duties

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

Principal: Kristie Kemp – provides a common vision for the use of data based decision making, ensures that the school based team is implementing 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 K-5 reading plan; 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. Provides data analysis. Provides information about school wide and class wide behavior curriculum and instruction; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

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

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

Guidance Counselor: Anita Allen - provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, continues to link child serving and community agencies to the school and families to support the child’s academic, emotional, behavioral, and social success.

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

General Education Teachers (Rtl VLC – Vertical Learning Community): Brenda Bateh – K; Antionette Silsby – 1st ; Mary Bergan and Evelyn Scott – 2nd; Robin Soud - 3rd; Michelle Manning and Macie McMillan– 4th; Sarah Clifton – 5th ; Lou Whitaker And Rita Patrick – ESE (representatives from every grade level) – provides information about core instruction, participates in student data collection, delivers tier 1 instruction/intervention, collaborates with other staff to implement tier 2 interventions and integrates tier 1 materials/instruction with tier 2/3 activities.

ESE Teachers – Lour Whitaker, Sherry Pierson, Elyn Johnson – participate in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students***

**and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

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

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

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

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Jenny Utter	Business/Community
Kim Bruns	Education Support Employee
Joy Skidmore	Parent
Lauren Bolin	Parent
Keith Kusmirek	Teacher
Laurie Marsh	Parent
Dianne Platt	Parent
Margo Crafton	Business/Community
Kristie Kemp	Principal

#### Duties

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

*Evaluation of last year's school improvement plan*

Our SAC was very much involved with the evaluation of last year's SIP. During our mid-year stakeholder's assessment meeting, the proficiency results were discussed with SAC, reflecting the FCAT level goals. It was explained that tutoring would be provided to allow for these achievement gains to be made. 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 FCAT scores and formative assessments. What's more, professional development for

faculty was outlined. The SAC carefully read over plan, listened to explanations and asked questions for clarification. SAC was in agreement that last year's plan was an adequate road map for the continued success of the school overall.

*Development of this school improvement plan*

Our SAC members met with our principal during the summer to discuss the school's goals for this year. Some of the goals that were outlined on last year's plan were reviewed and discussions were had concerning whether to continue with them.

*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.

**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.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

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

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

**Duties**

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

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

Catie Bryant-kg; Shirley Jerningan, Amy Lavello- 1st; Mary Pulliam- 2nd; Cara Miller, Susan Bacon-3rd; Dawn Bickerstaff, Gina Riley- 4th; Kristie Holley- 5th; Elyn Johnson, Linda Mankin, Christine Harman- CSS/ESE.

## Public and Collaborative Teaching

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

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Working on Work (WOW) Wednesdays will occur every early dismissal. Third through fifth grade will participate in data analysis and common planning the first early dismissal each month. Kindergarten through second grade will participate in data analysis and common planning the second early dismissal each month. These sessions will be lead by our instructional coach and administration during the school day. On early release days, beginning at 2:00, teachers will choose their PD according to their interest and need. Multiple trainings will be offered and administration will present until other teachers or trainers are identified or available as guest trainers. Weekly Collaborative Planning will be conducted in the instructional coach's office with teachers during thier resource as designated on the collaborative planning schedule. This planning will meet the specific needs of the grade level and individual teachers. Some topics to be addressed are lesson plans, Curriculum Guides, small group instruction, vocabulary and spelling, as well as integrating writing into all subject areas.

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

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

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

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

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**



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

Teachers follow the district's curriculum guide, which is used to guide teachers in effective, timely instruction of Florida standards. After each Curriculum Guide Assessment (CGA), teachers analyze the data through Performance Matters 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 utilize other supplemental resources and materials to enhance lessons. Teachers were provided Florida Assessment Item Specifications to use as a guide when creating teacher-made assessments so that content and question design are aligned to that of the state assessment.

### **Instructional Strategies**

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

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

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

During collaborative meetings, teachers are guided step by step through the process of accessing data from Performance Matters and iReady. Teachers bring their laptops, and pull up their class and individual student data via the Baseball Card and other 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 consistently, students are working on activities tailored for them. In addition to iReady, our teachers provide small group instruction, where response to intervention is incorporated. Students work in centers that are differentiated according to their need/level. Last, but not least, many of our teachers utilize Achieve 3000 to provide differentiation. With Achieve 3000, teachers can increase or decrease a level of text for students to interact with, depending on the purpose of the interaction with the text.

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

**Strategy: After School Program**

**Minutes added to school year: 3,360**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

Marsh, Lauri, marshl@duvalschools.org

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

Curriculum Guide Assessments  
Data from Dimension U program  
IReady  
Teacher-Made Assessments

**Student Transition and Readiness**

**PreK-12 Transition**

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

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

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

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

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

N/A

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

N/A



**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## 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.** All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations that align with the Florida Standards in their classrooms . The integration of writing across curricula will be one way to assess students' comprehension of ELA, Math and Science standards taught; hence, increasing proficiency levels in all subject areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations that align with the Florida Standards in their classrooms . The integration of writing across curricula will be one way to assess students' comprehension of ELA, Math and Science standards taught; hence, increasing proficiency levels in all subject areas. **1a**

G046524

**Targets Supported** **1b**

Indicator	Annual Target
FAA Writing Proficiency	88.0
AMO Reading - SWD	67.0
AMO Math - SWD	71.0
FCAT 2.0 Science Proficiency	80.0

**Resources Available to Support the Goal** **2**

- Teachers with open minds and willing to work towards the goals that they established during WOW Wednesdays
- Professional development during regular school day
- Common planning time
- Anchor writing responses for each subject
- Rubrics for adequately assessing student writing and feedback

**Targeted Barriers to Achieving the Goal** **3**

- inconsistency across grade levels of teaching of common core standards (i.e. rigor, HOT levels)
- time and buy-in for additional assessments after the administration of all district and state required assessments

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

Curriculum Guide Assessments, Teacher-made assessment data, other data available from Write to Learn Program utilized by 5th Grade ELA teachers

**Person Responsible**

Kristie Kemp

**Schedule**

Monthly, from 9/25/2014 to 5/31/2015

**Evidence of Completion**

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

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

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

**Person Responsible**

Laquitrice Johnson

**Schedule**

Monthly, from 9/25/2014 to 5/23/2015

**Evidence of Completion**

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

## Action Plan for Improvement


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

### Problem Solving Key

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

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


**G1.** All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations that align with the Florida Standards in their classrooms . The integration of writing across curricula will be one way to assess students' comprehension of ELA, Math and Science standards taught; hence, increasing proficiency levels in all subject areas. **1**

 G046524

**G1.B1** inconsistency across grade levels of teaching of common core standards (i.e. rigor, HOT levels) **2**

 B115361

**G1.B1.S1** Use of the Gradual Release Model to train/model for teachers how to implement rigorous instruction according to the Florida Standards. **4**

 S126935

### Strategy Rationale

Some teachers have not mastered how to implement the Gradual Release Model. We want teachers to model for their students, so it makes sense to model for teachers. When our instructional coach and/or leadership team members train teachers, they will use the methods by which teachers are expected to employ with their students.

### Action Step 1 **5**

Teachers will be provided a professional development opportunity to enhance instructional delivery model. (Early Release Wed.s)

#### Person Responsible

Laquitrice Johnson

#### Schedule

Monthly, from 9/10/2014 to 5/31/2015

#### Evidence of Completion

Curriculum Guide Assessments; classroom observations

**Action Step 2** 5

Fifth grade ELA teachers will be provided a professional development opportunity to gain an understanding of how to incorporate the Write to Learn program into their lessons via district-led webinar.

**Person Responsible**

**Schedule**

On 9/10/2014

**Evidence of Completion**

Analysis of at least two writing products that students produce via the Write To Learn program.

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

Classroom observation

**Person Responsible**

Laquitrice Johnson

**Schedule**

Weekly, from 9/25/2014 to 5/31/2015

**Evidence of Completion**

Walkthrough forms that indicate teachers are implementing best practices, such as I do, We do You do, lesson plans that include the steps of the gradual release model

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

Data Analysis

**Person Responsible**

Kristie Kemp

**Schedule**

Monthly, from 9/25/2014 to 5/31/2015

**Evidence of Completion**

Teacher's plans reflect tasks of a complex nature for their higher performing students

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

Successful implementation will produce higher level of instruction, increased student engagement and more proficient levels of writing

**Person Responsible**

Laquitrice Johnson


**Schedule**

Monthly, from 9/25/2014 to 5/31/2015

**Evidence of Completion**

Curriculum Guide Assessments that reflect student gains, student interactive journals that reflect authentic student thinking and writing, conversations with teachers on the subject of how to increase text complexity in Reading, classroom observations that provide evidence of rigorous instruction

**G1.B1.S2** Analyze and discuss authentic student work during WOW Wednesdays. When teachers come together as a grade level with the instructional coach and admin., teachers will bring in 2-3 of their students' interactive journals. We will all read the journal entries, and discuss the level of work against a common rubric. 4

 S126936

**Strategy Rationale**

If all teachers have a thorough understanding of what is low level versus high order thinking, according to the standards, then teachers can teach to the level of expectation, and will have a better understanding of how to assess students, as well as determine which students are meeting the standards and those who are not. Teachers will be able to better prepare students for all assessments.

**Action Step 1 5**

Develop a common understanding of the expectations for student writing on each grade level

**Person Responsible**

Laquitrice Johnson

**Schedule**

Monthly, from 9/25/2014 to 5/31/2015

**Evidence of Completion**

assessment results; focus walk forms that indicate teacher is implementing instructional practices discussed in PLCs/Collab. Planning/Book Studies, such as Read Aloud- Think Alouds, Gradual Release Model, Teacher Modeling; student interactive journals that show evidence of students being actively engaged in various genres of text and metacognition

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

Conversations with teachers during WOW Wed.s and collaborative planning times; informal student journal checks

**Person Responsible**

Kristie Kemp

**Schedule**

Biweekly, from 9/24/2014 to 5/31/2015

***Evidence of Completion***

Progression of student writing that shows evidence of writing lessons taught, showing students applying skills/concepts learned, such as citing evidence from a text to support answers/opinions.

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

CGA data

**Person Responsible**

**Schedule**

Monthly, from 9/25/2014 to 5/31/2015

***Evidence of Completion***

Increase in percentage of students scoring at proficiency levels from one CGA to the next.



**G1.B1.S3** In Science, students will write conclusions that are supported by specific evidence. 4

 S133208

### **Strategy Rationale**

To ensure higher order thinking skills and tasks within Science, that also meet expectations of Florida Standards.

### **Action Step 1** 5

Teachers will require students to write detailed conclusions/summaries periodically in interactive journals, as they are studying various concepts.

#### **Person Responsible**

Lauri Marsh

#### **Schedule**

Weekly, from 9/10/2014 to 5/31/2015

#### **Evidence of Completion**

Students' interactive journals, classroom walk-throughs to observe teacher modeling of strategy

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

Teachers will bring student journals to W.O.W. sessions to analyze and discuss whether or not students are meeting the standard.

#### **Person Responsible**

Kristie Kemp

#### **Schedule**

Biweekly, from 10/8/2014 to 5/31/2015

#### **Evidence of Completion**

Teacher conversations, teacher reflections, teachers' changes to lessons/instruction based on student data/needs assessment

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

Teachers will have opportunities for vertical articulation while looking at student responses in interactive journals across grade levels.

**Person Responsible**

Laquitrice Johnson

**Schedule**

Biweekly, from 10/8/2014 to 5/31/2015

**Evidence of Completion**

Student interactive response journals, CGA data, teacher-made assessment data

**G1.B2 time and buy-in for additional assessments after the administration of all district and state required assessments 2**

 B115362

**G1.B2.S1 Teachers work with instructional coach and admin. to create teacher-made assessments during W.O.W. and during common planning time. 4**

 S132691

**Strategy Rationale**

Teachers have voiced their concern of not having common assessments that thoroughly prepare students for the state exam. If teachers are provided opportunities to create aligned, common assessments during the regular work day, they will be more willing to help create the assessments.

**Action Step 1 5**

Teachers and coach will unpack standards and use item specifications as a guide for creation of assessments.

**Person Responsible**

Laquitrice Johnson

**Schedule**

Monthly, from 9/10/2014 to 5/31/2015

**Evidence of Completion**

Common assessment data, CGA data

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

Admin with conduct walkthroughs, check lesson plans, and analyze student work

**Person Responsible**

Lauri Marsh

**Schedule**

Biweekly, from 9/10/2014 to 5/31/2015

**Evidence of Completion**

Walkthrough forms, performance matter data

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

Leadership Team will monitor teachers' participation during W.O.W. and PLC time.

**Person Responsible**

Kristie Kemp

**Schedule**

Biweekly, from 9/10/2014 to 5/31/2015

**Evidence of Completion**

Feedback from teachers during collaborative and common planning, as well as products produced by teachers during this time

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will be provided a professional development opportunity to enhance instructional delivery model. (Early Release Wed.s)	Johnson, Laquitrice	9/10/2014	Curriculum Guide Assessments; classroom observations	5/31/2015 monthly
G1.B1.S2.A1	Develop a common understanding of the expectations for student writing on each grade level	Johnson, Laquitrice	9/25/2014	assessment results; focus walk forms that indicate teacher is implementing instructional practices discussed in PLCs/Collab. Planning/Book Studies, such as Read Aloud- Think Alouds, Gradual Release Model, Teacher Modeling; student interactive journals that show evidence of students being actively engaged in various genres of text and metacognition	5/31/2015 monthly

**Duval - 0301 - Loretto Elementary School - 2014-15 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
G1.B2.S1.A1	Teachers and coach will unpack standards and use item specifications as a guide for creation of assessments.	Johnson, Laquitrice	9/10/2014	Common assessment data, CGA data	5/31/2015 monthly
G1.B1.S3.A1	Teachers will require students to write detailed conclusions/summaries periodically in interactive journals, as they are studying various concepts.	Marsh, Lauri	9/10/2014	Students' interactive journals, classroom walk-throughs to observe teacher modeling of strategy	5/31/2015 weekly
G1.B1.S1.A2	Fifth grade ELA teachers will be provided a professional development opportunity to gain an understanding of how to incorporate the Write to Learn program into their lessons via district-led webinar.		9/10/2014	Analysis of at least two writing products that students produce via the Write To Learn program.	9/10/2014 one-time
G1.MA1	Curriculum Guide Assessments, Teacher-made assessment data, other data available from Write to Learn Program utilized by 5th Grade ELA teachers	Kemp, Kristie	9/25/2014	Increased percentage of students making gains on Curriculum Guide Assessments, Teacher-made assessment data, and Write to Learn data that reflect an enhancement of students' writing skills in the areas of organization, conventions, support.	5/31/2015 monthly
G1.MA2	Have frequent and consistent conversation with teachers during PLCs, VLCs about commonalities observed during walkthroughs	Johnson, Laquitrice	9/25/2014	correspondence with teachers and instructional coach that result in increased professional development that results in the tools needed for teachers to successfully implement the gradual release model	5/23/2015 monthly
G1.B1.S1.MA1	Successful implementation will produce higher level of instruction, increased student engagement and more proficient levels of writing	Johnson, Laquitrice	9/25/2014	Curriculum Guide Assessments that reflect student gains, student interactive journals that reflect authentic student thinking and writing, conversations with teachers on the subject of how to increase text complexity in Reading, classroom observations that provide evidence of rigorous instruction	5/31/2015 monthly
G1.B1.S1.MA1	Classroom observation	Johnson, Laquitrice	9/25/2014	Walkthrough forms that indicate teachers are implementing best practices, such as I do, We do You do, lesson plans that include the steps of the gradual release model	5/31/2015 weekly
G1.B1.S1.MA3	Data Analysis	Kemp, Kristie	9/25/2014	Teacher's plans reflect tasks of a complex nature for their higher performing students	5/31/2015 monthly
G1.B2.S1.MA1	Leadership Team will monitor teachers' participation during W.O.W. and PLC time.	Kemp, Kristie	9/10/2014	Feedback from teachers during collaborative and common planning, as well as products produced by teachers during this time	5/31/2015 biweekly
G1.B2.S1.MA1	Admin with conduct walkthroughs, check lesson plans, and analyze student work	Marsh, Lauri	9/10/2014	Walkthrough forms, performance matter data	5/31/2015 biweekly
G1.B1.S2.MA1	CGA data		9/25/2014	Increase in percentage of students scoring at proficiency levels from one CGA to the next.	5/31/2015 monthly
G1.B1.S2.MA1	Conversations with teachers during WOW Wed.s and collaborative planning times; informal student journal checks	Kemp, Kristie	9/24/2014	Progression of student writing that shows evidence of writing lessons taught, showing students applying skills/ concepts learned, such as citing evidence from a text to support answers/opinions.	5/31/2015 biweekly
G1.B1.S3.MA1	Teachers will have opportunities for vertical articulation while looking at student responses in interactive journals across grade levels.	Johnson, Laquitrice	10/8/2014	Student interactive response journals, CGA data, teacher-made assessment data	5/31/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1	Teachers will bring student journals to W.O.W. sessions to analyze and discuss whether or not students are meeting the standard.	Kemp, Kristie	10/8/2014	Teacher conversations, teacher reflections, teachers' changes to lessons/instruction based on student data/needs assessment	5/31/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations that align with the Florida Standards in their classrooms . The integration of writing across curricula will be one way to assess students' comprehension of ELA, Math and Science standards taught; hence, increasing proficiency levels in all subject areas.

**G1.B1** inconsistency across grade levels of teaching of common core standards (i.e. rigor, HOT levels)

**G1.B1.S1** Use of the Gradual Release Model to train/model for teachers how to implement rigorous instruction according to the Florida Standards.

### PD Opportunity 1

Teachers will be provided a professional development opportunity to enhance instructional delivery model. (Early Release Wed.s)

#### Facilitator

Instructional Coach

#### Participants

K-5 Classroom Teachers

#### Schedule

Monthly, from 9/10/2014 to 5/31/2015

**G1.B1.S2** Analyze and discuss authentic student work during WOW Wednesdays. When teachers come together as a grade level with the instructional coach and admin., teachers will bring in 2-3 of their students' interactive journals. We will all read the journal entries, and discuss the level of work against a common rubric.

### PD Opportunity 1

Develop a common understanding of the expectations for student writing on each grade level

#### Facilitator

Instructional Coach

#### Participants

K-5 teachers

#### Schedule

Monthly, from 9/25/2014 to 5/31/2015

**G1.B1.S3** In Science, students will write conclusions that are supported by specific evidence.

**PD Opportunity 1**

Teachers will require students to write detailed conclusions/summaries periodically in interactive journals, as they are studying various concepts.

**Facilitator**

Instructional Coach, Assistant Principal

**Participants**

2nd-5th grade teachers

**Schedule**

Weekly, from 9/10/2014 to 5/31/2015

**G1.B2** time and buy-in for additional assessments after the administration of all district and state required assessments

**G1.B2.S1** Teachers work with instructional coach and admin. to create teacher-made assessments during W.O.W. and during common planning time.

**PD Opportunity 1**

Teachers and coach will unpack standards and use item specifications as a guide for creation of assessments.

**Facilitator**

Instructional Coach

**Participants**

2nd through 5th grade teachers

**Schedule**

Monthly, from 9/10/2014 to 5/31/2015

## Technical Assistance Items

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

**G1.** All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations that align with the Florida Standards in their classrooms . The integration of writing across curricula will be one way to assess students' comprehension of ELA, Math and Science standards taught; hence, increasing proficiency levels in all subject areas.

**G1.B1** inconsistency across grade levels of teaching of common core standards (i.e. rigor, HOT levels)

**G1.B1.S1** Use of the Gradual Release Model to train/model for teachers how to implement rigorous instruction according to the Florida Standards.

### **PD Opportunity 1**

Fifth grade ELA teachers will be provided a professional development opportunity to gain an understanding of how to incorporate the Write to Learn program into their lessons via district-led webinar.

#### **Facilitator**

Instructional Coach and District Support

#### **Participants**

5th grade ELA teachers

#### **Schedule**

On 9/10/2014



## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations that align with the Florida Standards in their classrooms . The integration of writing across curricula will be one way to assess students' comprehension of ELA, Math and Science standards taught; hence, increasing proficiency levels in all subject areas.	0
<b>Grand Total</b>	<b>0</b>

**Goal 1: All teachers will collaboratively establish expectations for high quality writing instruction and student feedback in the content areas, and they will consistently meet those expectations that align with the Florida Standards in their classrooms . The integration of writing across curricula will be one way to assess students' comprehension of ELA, Math and Science standards taught; hence, increasing proficiency levels in all subject areas.**

Description	Source	Total
<b>B1.S1.A2</b> - An additional Writing Program will be purchased for Kg-5th grade teachers to help meet our Writing goal.	School Improvement Funds	0
<b>Total Goal 1</b>		<b>0</b>