

Lake County Schools

Triangle Elementary School



2015-16 School Improvement Plan

Triangle Elementary School

1707 EUDORA RD, Mount Dora, FL 32757

<http://lake.k12.fl.us/tre>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	84%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	55%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	B

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Triangle Elementary is committed to a shared purpose and direction. We maintain expectations for student learning which are aligned with our school vision. School personnel and all other stakeholders support our shared purpose, vision, and mission. Our expectations serve as the focus for assessing student performance and effectiveness. Triangle's vision guides allocations of time as well as human, material, and fiscal resources.

****MISSION:** The mission of Triangle Elementary School is to empower students to achieve, excel, and celebrate life-long learning.

****STUDENT PLEDGE:** Today, I will do my work and follow Triangle rules and expectations so I can achieve, excel, and celebrate life-long learning.

****BELIEF STATEMENTS:**

- All Triangle students are learners.
- The Triangle staff strives to meet the unique learning needs of all students.
- Teaching and learning occur in a safe and orderly environment.
- Resources and services support effective teaching and learning.
- Our staff encourages students and community to value tolerance, respect, and self-esteem.
- Our staff members continue to be active learners.
- Our school and community serve and support one another.
- Our school, with parent and community involvement, plans for continued improvement.

Provide the school's vision statement

****VISION:** Triangle Elementary School, in partnership with families and community, will provide relevant educational opportunities and maintain high academic expectations for a diverse community of learners.

School Environment

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

With a 56% minority rate and 83% of the student population receiving free/reduced lunch, it is a top priority at TRES to provide opportunities for teachers and students to build relationships and learn about diverse cultures. TRES hosts several Family Academic Nights throughout the school year: Science, Literacy, and Math. At each of these events, we invite members in the community representative of our student population - successful businessmen, public servants, and college educated professionals. Additionally, we are providing in-school presentations which have allowed us to bring in culturally diverse members of our local community - African American inventors and authors as part of Black History Month. Also, several of our staff members have been trained through Title I on culturally responsive classrooms.

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

TRES is a Positive Behavior Support (PBS) school. For six consecutive years, all staff members have worked collegially to develop common classroom, hallway, cafeteria, and playground procedures to ensure a safe and orderly environment for our students - before, during, and after school. These routines are practiced and reinforced throughout the year. Additionally, teachers build PBS lessons

into their lesson plans for the first month of school and "refresher" lessons are given when necessary throughout the school year (teachable moments). For the 15-16 school year, our PBS system will continue to be extended onto the buses (before and after) as well. PBS lessons will also run before morning announcements.

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

As stated prior, TRES is a PBS school. An incentive-based program, our PBS program recognizes and rewards those students who make positive academic and social choices at school (proactive and preventative measures). With three tiers of support, TRES has a clearly defined system in place that aids in minimizing distractions and disciplinary incidents during instructional time. The TRES PBS team has also clearly delineated teacher-managed behaviors and office-managed behaviors and uses a school-based specific form (TRES Classroom Behavior Tracking Form) to track those behaviors/incidents.

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 TRES PBS program also includes a mentoring program, 'Manatee Mates', where school personnel have been assigned to students in the bottom quartile to provide mentoring, academic, and social skills support. Outside School mentors are also provided for students through outside community partnerships.

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

Triangle Elementary uses a District wide program called Decision Ed. Within this program, we are able to identify students who fall under the Early Warning System indicators. These include, attendance, one or more suspensions, failing grades in both reading and math, retentions, low economic status, and it identifies our bottom quartile.

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	5	12	6	9	6	6	44
One or more suspensions	5	2	3	0	3	7	20
Course failure in ELA or Math	0	10	1	2	6	2	21
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	90	110	122	120	97	115	654

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

Based on the information provided by the early warning systems, Triangle implemented a school wide attendance program to encourage students to come to school each day. Within the attendance program school wide incentives are given to those students with improved attendance as well as those students who have few absences. In addition to the attendance program, students with perfect attendance are recognized at the end of each nine weeks. These incentives are put in place to encourage those students' and their families who have difficulties with attendance.

Students who struggle with behavior, are monitored and rewarded based on improved behavior. These students identified are also given mentors from the community which encourage positive behavior.

Students who are identified in the bottom quartile in grades 3-5 and/or failing in reading or math are also invited to attend Title I Triangle After School Tutoring. Two nine week sessions are provided and instruction is given by certified teachers with a maximum of ten students per class. It is in these tutoring sessions, that students are able to receive additional intensive support in their critical need areas.

Triangle Elementary also provides Morning Math Tutoring, which utilizes I-Ready which is a District wide initiative. Rosetta Stone Tutoring is also available in the morning and afternoons, to provide additional support for our students who are identified as ELL.

For our remediation groups in grades K-2, SIPPS is used as a school wide intervention strategy which focuses on Triangle Elementary's bottom quartile in reading.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/54449>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

**Parent and community involvement is vital to Triangle Elementary School. We believe that parents and community members comprise two groups of our most important stakeholders. Community partners include: Mount Dora PD, Mount Dora Kiwanis, Mount Dora Women's Club, Mount Dora Art League, Dominos Pizza, Publix, Sonic, Burger King, Oakwood, Triangle Bowling Lanes, First Methodist Church of Mount Dora, AXA Financial Services/Consulting, Northland Church, Beef O'Bradys, and White Sands

Nursery. Many of these partners give of their time as mentors, financial contributors for supplies, community service projects, and academic achievement (A, A/B Honor Roll, Perfect Attendance) as well as volunteers for special projects and events held at the school.

****Additionally, for the 15-16 school year, we will continue a school-wide initiative (started during the 13-14 school year) to boost both student achievement and community involvement – In-School Presentations and Activities will be held for students that promote community involvement, provide math and science enrichment events, and encourage the fine arts.**

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Billar, Kathy	Principal
Frazier, Whitney	Instructional Coach
Boston, Rhonda	Other
Gelb, Jac	Other
Textor, Christina	Instructional Coach
McGuire, Linda	Guidance Counselor
Brouhard, Nicole	Dean
Hartog, Deborah	Assistant Principal
Bame, Connie	Other
Dillow, Melissa	Instructional Coach
Thurston, Gayle	Instructional Coach

Duties

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

The school-based Leadership team consists of the Principal, Assistant Principal, Instructional Dean, RTI/MTSS Coach, Guidance Counselor, Literacy Coach K-2, Literacy Coach 3-5, Math/Science Coach, ESE Specialist, School Psychologist, Acceleration Resource Teacher, and Curriculum Resource Teacher. The leadership team meets weekly to discuss/report the following:

1. Core Instruction alignment among grade levels (instructional planning and delivery is standards-based, data-driven, and differentiated by student)

****Person(s) Responsible:** Instructional Coaches/CRT; Instructional Dean; Administration

2. Student center time and alignment to whole group lesson (that the tasks are rigorous and match required DOK)

****Person(s) Responsible:** Instructional Coaches/CRT; Administration

3. School-wide data (FAIR, SIPPS, FLKRS, student grades)

****Person(s) Responsible:** Instructional Coaches/CRT; Administration

4. Early warning systems (attendance, discipline, PBS)

****Person(s) Responsible:** CRT/ART; MTSS Coach; Guidance; Instructional Dean; Administration

5. Bottom quartile status, including retention students

****Person(s) Responsible:** MTSS Coach; ESE Specialist; ART/CRT; Instructional Dean; Administration

6. MTSS status

**Person(s) Responsible: Instructional Coaches/CRT/ART; Administration

7. ESE/ELL status

**Person(s) Responsible: ESE Specialist; Guidance; ART; Administration

8. Professional development needs

**Person(s) Responsible: Instructional Coaches; Administration

9. Support/celebrations

** All members

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

**MTSS

--The school-based MTSS Leadership team consists of the Principal, Assistant Principal, Instructional Dean, RTI/MTSS Coach, Guidance Counselor, Literacy Coach, Math/Science Coach, ESE Specialist, School Psychologist, and Curriculum Resource Teacher. The function and responsibility of each member is to create a system of supports for both the classroom teacher and individual students according to the intervention design outlined in the MTSS process. It is a collaborative process with systematic 'checks and balances' to determine the effectiveness of the intervention plan based on the student's response to the intervention. Adjustments/modifications are made to the plan when necessary and done so in consultation of each member's area of expertise.

--The TRE MTSS data-based problem-solving process is an extension of the LCS district process. The MTSS team consists of It is a formal process of tiered analysis. The process begins with organizing and planning. Teachers in conjunction with school-based leadership disaggregate data by looking at test scores of specific student subgroups to identify patterns and trends related to both school-wide and individual classroom teaching and learning processes. Individual student data is also examined to determine effectiveness of core instruction, resource allocation, teacher support systems, and small group instruction. If adequate progress is not achieved for targeted students according to MTSS and SIP structures, interventions beyond Tier 1 are implemented (Tiers 2 and 3). The intervention design includes a student performance goal, developing a intervention plan to address the goal, and using progress monitoring data to evaluate the effectiveness of the intervention plan (Tier 2). If the student's response to the intervention does not lead toward achievement toward the performance goal more intensive, individualized interventions and supports are implemented (Tier 3). These supports include but are not limited to the most intense instruction and interventions-increased time, narrowed focus, reduced group size-based upon individual student needs provided in addition to and aligned with Tier 1 and 2 academic instruction and supports.

**TITLE I, PART A

The county's title services department coordinates the funding which Triangle utilizes to help students improve their academic achievement. These opportunities include additional instructional personnel targeted at assisting with lower quartile student subgroups, materials for mathematics and reading, funding for professional development and remediation, intervention and after school tutoring. When data is received, special attention will be given to the subgroups not making target AMO in 2015-2016. For reading and mathematics, these subgroups are: white, students with disabilities, economically disadvantaged, black, and ELL. Title I personnel responsible for additional support for targeted subgroups include (but not limited to) FSL, Rtl/MTSS Coach, PK teacher, and corresponding grade level teacher assistants funded by Title I. Academic instructional coaches will also provide support (Literacy Coach, CRT, and Math/Science Coach).

**TITLE I, PART C - MIGRANT

Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with

other federal and district programs to help meet the needs of these students.

****TITLE I, PART D**

The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

****TITLE II**

The Curriculum Department coordinates funding for technology aimed at increasing student achievement. Funding for professional development is coordinated through the curriculum department at the district level. On the school level, the assistant principal, curriculum specialist, the technology contact, and the family liaison work with the principal to ensure compliance with guidelines and assistance to children and families.

****TITLE III**

The Curriculum Department coordinates funding for services to English Language Learners through a partnership with the district curriculum department and the school's ELL coordinator with support from the family liaison. The purpose of this funding is to ensure that appropriate services are provided to ELL students. Supplemental instructional materials include (but are not limited to) Rosetta Stone.

****TITLE X- HOMELESS**

The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

****SUPPLEMENTAL ACADEMIC INSTRUCTION (SAI)**

SAI funds will be combined with the Title I funds to provide additional services to low performing subgroups in the area of mathematics and reading. This assistance will include, but not be limited to, before and after school remediation programs.

****VIOLENCE PREVENTION PROGRAMS**

Triangle Elementary participates in the Too Good for Drugs prevention programs. In addition, we have a school wide PBS (Positive Behavior System) that promotes positive behavior, as well as an anti-bullying program.

****NUTRITION PROGRAMS**

The school participates in the free and reduced lunch programs, providing daily breakfast and lunch to our students; 83% of which are economically disadvantaged.

****HOUSING PROGRAMS**

N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kathy Billar	Principal
Roberto Garcia	Teacher
Anthony Gilcrease	Education Support Employee
Chris Delibro	Business/Community
Daryl Ross	Business/Community
Vernicia Hutto	Parent
Andrea Fowler	Parent
Miroslava Lawton	Parent
Sarah White	Parent
Christy Textor	Teacher
Rhonda Boston	Teacher

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

**TRES SAC played an integral role in the evaluation of the 14-15 SIP. SAC members were provided monthly updates regarding fidelity to the plan and supporting evidence: school-wide systems and events; EWS data; and grade level data (FAIR, SIPPS, LCS benchmark assessments). SAC members comments, questions, and concerns were addressed and noted in the minutes.

Development of this school improvement plan

**The process used to engage a variety of stakeholders in the development and/or evaluation of Triangle Elementary's school improvement plan is transparent and inclusive. Vested stakeholders include teachers, parents, business partners, community members, and students. On an annual basis, a formal process is followed.

**School Leadership analyzes common themes and trends in data regarding Stakeholder Feedback Surveys (Parent, Student, and Staff survey data). Areas of notable achievement and areas that need improvement are reviewed. Additionally, Florida Standards Assessment (FSA) student performance data is analyzed. The data is disaggregated by grade level, subject area (Reading, Math, Science, and Writing), and subgroup. Ancillary data including attendance and disciplinary actions are also considered. A draft of the plan is written and further developed once Annual Measureable Objectives (AMOs) are released from the Florida Department of Education. These initial steps in the process are completed prior to meeting with the School Advisory Committee (SAC).

**Members of the School Advisory Committee vote to approve the proposed plan. Members of the SAC include the aforementioned stakeholders and reflect both the student population and community the school serves. Members are encouraged to provide suggestions and/or comments regarding the quality and scope of the plan. SAC members receive annual training regarding their roles and responsibilities as members. The SAC is required to meet a minimum of eight times within a calendar year and meetings are held in the evenings to accommodate member schedules. Minutes for every meeting are filed.

**As a Title I school, our School Improvement Plan is also closely tied to both our annual Title I Plan and Parent Involvement Plan. Both plans are reviewed by a district Title I program specialist assigned to our school. Additionally, Triangle hosts an Annual Title I Parent Meeting to present the contents of each of the three plans. An evening meeting is scheduled in conjunction with our Annual Parent University/Open House and a second meeting is scheduled separately on a weekday morning.

Participants of both meetings are encouraged to provide suggestions and/or comments regarding the quality and scope of the plan. Minutes for each meeting are filed.

Preparation of the school's annual budget and plan

As mentioned prior, as a Title I school, our School Improvement Plan is closely tied to both our annual Title I Plan and Parent Involvement Plan. All plans and budgets will be aligned to maximize materials, technology and human resources to support/meet SIP goals. Budget lines and cost strips have been appropriated.

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

Triangle Elementary did not receive school improvement funds for the 2014-2015 school year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Billar, Kathy	Principal
Frazier, Whitney	Instructional Coach
Boston, Rhonda	Instructional Coach
Textor, Christina	Instructional Coach
Gelb, Jac	Other
Bame, Connie	Other
Brouhard, Nicole	Dean

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team's major initiative for this year is to increase proficiency rates on the Florida Standards Reading and Writing Assessments as well as increase performance in rigorous coursework (complex text, close reading strategies, writing across the curriculum, writing in response to reading). To achieve this initiative, emphasis will be placed on greater exposure to complex text and authentic student writing. Special projects include: Family Literacy Fair, Literacy Week, and Read Across America.

In addition Triangle Elementary will continue to use Thinking Maps across all curriculum and grade levels. Professional development on Thinking Maps and Writing and Beyond will also be provided throughout the school year to provide teachers with continued support and additional strategies.

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

To encourage positive working relationships between teachers, including collaborative planning and instruction, TRES is employing the following strategies:

****PROFESSIONAL LEARNING COMMUNITIES**

Professional learning communities will target the following three areas: (1) standards-based instructional planning and delivery, (2) using data to differentiate instruction, and (3) writing across the curriculum. PLCs are scheduled for two Thursdays of each month. Within the PLCs the following measurable goals will guide our focus:

- Maintain use of Standards-based lesson plans
- Provide consistent use of planning time for collaboration
- Increase student achievement
- Work collaboratively to examine student products.

****COMMON PLANNING**

Common planning will take place during grade level planning times which occur twice a week and vary among grade levels. The purpose of those planning times are to address 3 areas:

---Instructional Planning and Delivery

1. What is it we want and expect students to learn?
2. How will they learn it?
3. How will we know when they have learned it?
4. How will we respond if they don't learn it? AND/OR How will we respond to those who already know it?

---Analyzing Data

1. Did the assessment we administered measure the skills and/or concepts that we needed to monitor? Why or why not?
2. Which questions had a high number of correct responses? Why?
3. Which questions were left blank, had a low response rate, and/or had a high number of incorrect responses?
4. What question or questions seem most difficult for students? On which concepts will we need to give focused and direct instruction?
5. What learning needs are evident?

---Analyzing Authentic Student Work/Writing

1. What is a sample of an ideal/proficient response? (Do we know what we consider proficient? Do we agree on what proficiency looks like?)
2. What are the strengths of the student responses we have collected? Why?
3. What are the weaknesses of the student responses we have collected? Why?
4. Do any responses stand out? For what reasons?
5. What learning needs are evident? (content/accuracy of writing versus conventions)

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

As a Title I school, teachers who continue to work at Triangle Elementary receive additional funds that are provided by the District.

****Four strategies will be employed to recruit and retain highly qualified, certified-in-field, effective teachers:**

1. Regularly scheduled meetings of new teachers with principal

---Goal: To facilitate formal and informal communication of needs and teacher performance expectations

---Person responsible: Kathy Billar, Principal

2. Partnering new teachers with veteran staff and/or mentors

---Goal: To provide a supportive environment conducive to new teacher development

---Person Responsible: Debbie Hartog, Assistant Principal

3. District provided "TOPS" training

---Goal: To provide training on Florida Educator Accomplished Practices (FEAPs) and orientation of LCS vision, mission, and governing policies.

- Persons Responsible: District Personnel, Instructional Coaches
- 4. Weekly Grade Level Meetings
- Goal: To provide instructional and curricular support
- Person(s) Responsible: Grade Chairs, Mentors, and Principal

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

TRE's teacher mentoring program/plan includes the following:

- (1) Each new teacher is assigned to both a school-based and district-based instructional coach to help ensure all instructional and curricular resources are made available.
- (2) Each new teacher is assigned a school-based mentor. Mentors must have a well-defined skill set in multiple areas of instructional expertise: Classroom Culture/ Environment, Student Engagement, Higher Order Questioning & Discourse, Rigorous Tasks & Assessments, Lesson Planning & Delivery, Differentiated Instruction, Integration Across the Content Areas, and Tracking Student Progress (FCIM). Mentors and mentees are encouraged to meet bi-weekly to discuss evidence-based strategies and pending concerns. The mentor observes the mentee and time is given for feedback, peer coaching, and planning.

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

To ensure that TRES core instructional programs and materials are aligned to Florida's Standards, the following non-negotiables have been created:

CLASSROOM INSTRUCTION:

1. Fidelity to LCS Curriculum Blueprints in all content areas K-5.
2. Lesson planning and delivery to match the rigor of Florida Core Standards, both cognitive complexity and depth of knowledge K-5.
4. Use Webb's Depth of Knowledge (DOK) for higher order questioning and discourse.
5. Use cognitive complexity and depth of knowledge for the development and execution of rigorous tasks and assessments K-5.

SCHOOL-WIDE SYSTEMS:

1. Monthly grade level data chats during common planning supported by leadership team.
2. Common planning in all grade levels to include curriculum planning, high-yield instructional strategies, and evaluation of authentic student work/writing supported by leadership team (K-5).
3. Use of common board configurations with learning goal, daily objective, ticket out (student product) and learning scale school wide K-5.
4. Use of school-based initiatives (Thinking Maps, Thinking Math, Complex Text/Close Reading, School-Based Writing Plan, I-Station and I-Ready)

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

TRE'S instructional focus for the year is standards-based, data-driven instructional planning and delivery. Planning and delivery is differentiated based upon the needs of the students. A triangulation of data is used:

****GRADES 4-5 - FSA Data, FAIR Data, ELA/MATH grades (previous year), I-Ready and I-Station Data**

****GRADES 1-3 - FAIR Data, Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) Data, ELA/MATH grades (previous year), I-Ready and I-Station Data**

****GRADE K - School-based Kindergarten Screener, Florida Kindergarten Readiness Screener (FLKRS), and teacher observation of skills, I-Ready and I-Station Data**

---Based upon these data sets, teachers will establish small groups and work stations/centers according to mastery of skills.

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: 2,160

****School-Based Triangle After-School Tutoring (District Title I Funding)**

---The purpose of this program is to address the needs of our bottom-quartile students in both reading and math grades 3, 4, and 5. Eligibility for the program is based upon the following student performance data: previous FSA scores, FAIR, and classroom coursework. There are two nine-week sessions; two days per week after school.

Strategy Rationale

To 'fill in the gaps' in student skills mastery in both reading and math aligned to core instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brouhard, Nicole, brouhardn@lake.k12.fl.us

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

A pre and post tests are administered to determine effectiveness of the program. The data is disaggregated and graphed to identify patterns and trends in the teaching and learning process. Careful consideration is given to aligning state performance standards with curriculum and lesson delivery based on the needs of student groups.

Strategy: Extended School Day

Minutes added to school year: 1,260

Collaborative Planning/Vertical Alignment Grades K-5

Strategy Rationale

---To provide additional time for teachers to plan and collaborate to meet the demands of Florida Standards - LAFS and MAFS - that will ultimately effect student readiness/achievement on the Florida Standards Assessment and End of Course Exams.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Billar, Kathy, billark@lake.k12.fl.us

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

The quality of lesson planning and delivery will be used to determine the effectiveness of this strategy. The desired effect is that the following will be culturally embedded: Florida Standards implementation, rigorous tasks and assessments, higher order questioning, and consistent and pervasive high-yield instructional strategies utilized. Effectiveness will also be evident according to teacher TEAM evaluations.

Strategy: Extended School Day

Minutes added to school year: 600

Science, Technology, Engineering, and Math (STEM) Club Grades 3-5

Strategy Rationale

To enrich student learning via project-based learning (both short-term and on-going) that integrates STEM curriculum with writing.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dillow, Melissa , dillowm@lake.k12.fl.us

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

Two data sets with be used to determine the effectiveness of the strategy: (1) performance in STEM competition and (2) student performance on Florida Standards Assessment.

Strategy: After School Program

Minutes added to school year: 9,600

Extended Learning Care (ELC) Homework Help

Strategy Rationale

To provide an additional hour 5 days a week of additional help with homework strategies to support core instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Billar, Kathy, billark@lake.k12.fl.us

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

Student achievement on the Florida Standards Test in April will determine the effectiveness of the program.

Strategy: Extended School Day

Minutes added to school year: 3,600

LCS Extended Bell Schedule

Strategy Rationale

A uniform bell schedule was proposed as part of the redesign opportunity outlined in the EngageLCS initiative. Through the \$1.2 million, grant-funded EngageLCS project, Lake County Schools is evaluating the best use of its existing financial resources to ensure students continue to get a great education. The new bell schedule adds twenty minutes daily to the elementary schedule.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Billar, Kathy, billark@lake.k12.fl.us

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

Student achievement on the Florida Standards Test in April will determine the effectiveness of the program.

Strategy: After School Program

Minutes added to school year: 2,160

****School-Based Triangle After-School Tutoring (Providing funding is available)**

---The purpose of this program is to address the needs of our bottom-quartile students in both reading and math in grade 2. Eligibility for the program is based upon the following student performance data: FAIR, SIPPS, and classroom coursework. There will be one six-week session; two days per week after school.

Strategy Rationale

To 'fill in the gaps' in student skills mastery in both reading and math aligned to core instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brouhard, Nicole, brouhardn@lake.k12.fl.us

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

A pre and post tests are administered to determine effectiveness of the program. The data is disaggregated and graphed to identify patterns and trends in the teaching and learning process. Careful consideration is given to aligning state performance standards with curriculum and lesson delivery based on the needs of student groups.

Strategy: After School Program

Minutes added to school year: 0

****Wednesday After School Professional Development (Post Faculty Meeting/Contract Time)**

Strategy Rationale

---To provide additional time for teachers to plan and collaborate to meet the demands of Florida Standards - LAFS and MAFS - that will ultimately effect student readiness/achievement on the Florida Standards Assessment and End of Course Exams.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Billar, Kathy, billark@lake.k12.fl.us

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

The quality of lesson planning and delivery will be used to determine the effectiveness of this strategy. The desired effect is that the following will be culturally embedded: Florida Standards implementation, rigorous tasks and assessments, higher order questioning, and consistent and pervasive high-yield instructional strategies utilized. Effectiveness will also be evident according to teacher TEAM evaluations.

Strategy: Before School Program

Minutes added to school year: 1,800

****School-Based Morning Math Program in Computer Lab**

---The purpose of this program is to address the needs of our bottom-quartile students in math grades 3, 4, and 5. Eligibility for the program is based upon the following student performance data: previous FSA scores, I-Ready Data, and classroom coursework. Priority is given to students scoring Levels 1 or 2. The program runs five days a week for 30 minutes before school.

Strategy Rationale

To 'fill in the gaps' in student skills mastery in math aligned to core instruction. The target group are students scoring Levels 2 & 3 on FSA.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dillow, Melissa , dillowm@lake.k12.fl.us

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

Data is collected from multiple sources to determine the effectiveness of the morning math program. I-Ready, provides the curricular focus. Each program generates individual student performance reports detailing mastery of assigned skills. Mastery must be achieved prior to a student moving on to the next skill. Teacher generated assessments are also used to check for student understanding. This helps to identify which students are learning, which students need more help, and how to stay on track. Small groups and one-on-one instruction is also provided.

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

(1) Voluntary Preschool (VPK) is offered during the regular school year to assist in readiness skills for Kindergarten. Triangle offers one full day Pre-K funded half by Title 1 and half by LCS VPK program. The county PLAY Center helps identify, set up services, and refer students to Triangle for early intervention in ESE Pre-K. Our community is also provided with VPK summer services through the county at a nearby location.

(2) Triangle Elementary offers "Kindergarten Round Up" in the spring to orient and provide parents and students with information regarding curriculum, services, schedules, and special events. Triangle also provides a school based Kindergarten Readiness Screener. FLKRS (Florida Kindergarten Readiness Screener) is administered within the first 30 days of Kindergarten to determine readiness skills and to assess current programs for preschoolers.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Triangle has identified the bottom quartile using the Early Warning Systems from Decision Ed. Based upon the data we have created an attendance plan to address the attendance issues at Triangle. We have created small group instruction, intensive math and reading tutoring in both the morning and afternoon. In addition to instructional needs, Triangle has also implemented community based assemblies to gain real world experiences for our students.

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.

Triangle has identified the bottom quartile using the Early Warning Systems from Decision Ed. With this data students are given additional small group instruction, before and after school tutoring, and school wide SIPPS.

In addition to identifying the bottom quartile, Decision Ed provides information regarding students with the greatest socio-economical needs. These students make up the 84% who receive free or reduced lunch services and qualifies Triangle as a Title I school.

Decision Ed also groups students based on attendance and students unable to come to school on time on a regular basis. In an effort to address the attendance issues at Triangle, the leadership team, staff, and parents have implemented a school wide attendance plan.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** At TRES, instructional planning and delivery will be standards-based, data-driven, and differentiated to be student specific (learning styles/abilities) in all curriculum areas to increase student achievement and reach target AMOs for all subgroups.
- G2.** At TRES, consistent and deliberate implementation of higher order questioning and discourse, rigorous tasks and assessments, and authentic student writing will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups.
- G3.** At TRES, a safe environment conducive to learning, personal growth, and success for all students will be created by closely monitoring early warning systems: attendance, discipline referrals, and alleged/reported bullying incidents.
- G4.** At TRES, instructional technology will be incorporated in all curriculum areas to increase student engagement and support the 21st Century Skills initiative for student competitiveness in a global society.

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. At TRES, instructional planning and delivery will be standards-based, data-driven, and differentiated to be student specific (learning styles/abilities) in all curriculum areas to increase student achievement and reach target AMOs for all subgroups. 1a

G071601

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
Math Gains	56.0
Math Lowest 25% Gains	52.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	78.0
FCAT 2.0 Science Proficiency	58.0
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
CELLA Listening/Speaking Proficiency	51.0
CELLA Reading Proficiency	51.0
FAA Reading Proficiency	85.0

Resources Available to Support the Goal 2

- ****Support Personnel**:** Literacy Coach (2), Math Coach, Curriculum Resource Teacher, ART, RTI Coach, Guidance (Rosetta Stone and ELL), Media Specialist, Computer Teacher, and Administration ****READING:** LCS Blueprints (K-5); iStation; SIPPS (1-5); Rosetta Stone (ELL students 1-5); Cold Reads (1-5); Accelerated Reader (2-5); School-Based Book of the Month/Season (K-5); Title I iPads/Apps (3-5); Greater access to high interest complex text/informational text (Pearson Wonders Basal) ****MATH:** LCS Blueprints (K-5); Essential Skills Math (K-1); I-Ready ****WRITING:** LCS Writing Plan and expectations (Thinking Maps to authentic student writing) ****SCIENCE:** I-Ready, STEM, Science Boot Camp ****OVERALL:** Cooperative Structures & Strategies; Thinking Maps; Thinking Math ****PLC:** Blueprints; Scope and Sequence; FSA Test item specs ; I-Station and I-Ready; Student work products; Lesson plans; FCIM model; iPD lesson study; Standards-based Classroom teaching map

Targeted Barriers to Achieving the Goal 3

- Inconsistent and/or limited use of the following (school-wide): (a) Small groups and centers differentiated based on student data and needs; (b) Small groups and centers aligned to the Florida Standards. This inconsistency/limited use is due to a lack of training in data analysis;

deconstruction of standards; and differentiated instruction. Accordingly, time to address these issues is a concern.

Plan to Monitor Progress Toward G1. 8

The ultimate goal is to have teachers evaluate the effectiveness of their own small groups and centers and modify when needed according collaborative planning discussions/work (teacher capacity to analyze data, differentiate instruction, and deconstruct the new Florida Standards).

Person Responsible

Kathy Billar

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Teacher data chats with leadership team; leadership facilitation of common planning; monitoring lesson plans; classroom walk-throughs; lesson plans reflect alignment to Florida Standards and integration of anchor standards across the curriculum; ultimately an increase in student achievement; monitoring of authentic student work

G2. At TRES, consistent and deliberate implementation of higher order questioning and discourse, rigorous tasks and assessments, and authentic student writing will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups. 1a

G071602

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
Math Gains	56.0
Math Lowest 25% Gains	52.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	78.0
FCAT 2.0 Science Proficiency	58.0
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	
CELLA Listening/Speaking Proficiency	51.0
CELLA Reading Proficiency	51.0
FAA Reading Proficiency	85.0

Resources Available to Support the Goal 2

- ****Support Personnel**:** Literacy Coach (2), Math Coach, Curriculum Resource Teacher, ART, RTI Coach, Guidance (Rosetta Stone and ELL), Media Specialist and Administration
- ****READING:** LCS Blueprints (K-5); iStation; SIPPS (1-5); Rosetta Stone (ELL students 1-5); Cold Reads (1-5); Accelerated Reader (2-5); School-Based Book of the Month/Season (K-5); Title I iPads/Apps (3-5); Greater access to high interest complex text/informational text (Pearson Wonders Basal)
- ****MATH:** LCS Blueprints (K-5); Essential Skills Math (K-1); Voyager Math (2-5); iPads/Apps; STEM; Math in Physical Education; I-Ready
- ****WRITING:** LCS Writing Plan and Expectations (Thinking Maps to authentic student writing)
- ****SCIENCE:** STEM, Science Boot Camp
- ****OVERALL:** Cooperative Structures & Strategies; Thinking Maps; Thinking Math

Targeted Barriers to Achieving the Goal 3

- Inconsistent and/or limited use of the following (school-wide): (a) grade level assignments that incorporate multiple standards and reflect a high level of cognitive complexity; (b) teachers modeling and scaffolding HOQs during instruction; (c) students asking and posing HOQs to test and generate hypotheses. This inconsistency/limited use is due to a lack of training in teaching the new Florida Standards according to cognitive complexity and DOK; and higher order questioning/generating hypotheses. Accordingly, time to address these issues is a concern.

Plan to Monitor Progress Toward G2. 8

The ultimate goal is to have students completing grade level assignments that: (1) reflect a high level of cognitive complexity; (2) allow them to make real-world connections/generate hypotheses; and (3) write/create to demonstrate their own thinking and learning across the curriculum.

Person Responsible

Kathy Billar

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Fidelity to common planning schedule and process; teacher lesson plans reflect planning, modeling, and scaffolding HOQs during instruction; during classroom walkthroughs students are asking and posing HOQs; student work samples posted reflect the appropriate level of DOK and demonstrate students using assignments to make real-world connections; ultimate increase in student achievement.

G3. At TRES, a safe environment conducive to learning, personal growth, and success for all students will be created by closely monitoring early warning systems: attendance, discipline referrals, and alleged/ reported bullying incidents. 1a

G071603

Targets Supported 1b

Indicator	Annual Target
Attendance rate	98.0
Attendance Below 90%	5.0
Truancy rate	5.0
Discipline incidents	18.0
2+ Behavior Referrals	4.0
One or More Suspensions	21.0
Students exhibiting two or more EWS indicators (Total)	20.0

Resources Available to Support the Goal 2

- **Support Personnel**: Guidance, Instructional Dean, RTI Coach, and Administration School-based PBS program; LCS Decision Ed Early Warning Systems Reports; MTSS; School Wide Call Out System

Targeted Barriers to Achieving the Goal 3

- Inconsistent and/or limited application of school-wide PBS strategies by TRES Staff

Plan to Monitor Progress Toward G3. 8

The ultimate goal is to have PBS structures and strategies aligned to support MTSS and EWS data trends so that ALL students (especially those identified as 'at-risk') receive the necessary support both socially and academically.

Person Responsible

Deborah Hartog

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

PBS and EWS data; A reduction in the following: (1) number of truant students, (2) students with less than 90% attendance, (3) discipline referrals and in/out-of-school suspensions.

G4. At TRES, instructional technology will be incorporated in all curriculum areas to increase student engagement and support the 21st Century Skills initiative for student competitiveness in a global society.

1a

G071604

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	58.0
Attendance rate	98.0

Resources Available to Support the Goal 2

- ****Support Personnel****: Literacy Coach (2), Math Coach, Curriculum Resource Teacher, ART, RTI Coach, Guidance (Rosetta Stone and ELL), Media Specialist, Computer Teacher, and Administration Computers, iPads, computer-based curriculum (Accelerated Reader; Istation; I-Ready)

Targeted Barriers to Achieving the Goal 3

- Reliability of technology (capacity, functionality, and maintenance)

Plan to Monitor Progress Toward G4. 8

Usage Checked by Leadership Team, which include I-Station, I-Ready, and Rosetta Stone.

Person Responsible

Rhonda Boston

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Increased usage of computer based learning as documented by reports.

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. At TRES, instructional planning and delivery will be standards-based, data-driven, and differentiated to be student specific (learning styles/abilities) in all curriculum areas to increase student achievement and reach target AMOs for all subgroups. **1**

 **G071601**

G1.B1 Inconsistent and/or limited use of the following (school-wide): (a) Small groups and centers differentiated based on student data and needs; (b) Small groups and centers aligned to the Florida Standards. This inconsistency/limited use is due to a lack of training in data analysis; deconstruction of standards; and differentiated instruction. Accordingly, time to address these issues is a concern. **2**

 **B186645**

G1.B1.S1 To address these inconsistencies, the following three actions will occur: (1) grade level common planning time supported by leadership team; (2) PLCs; (3) school-wide non-negotiables for instructional planning and delivery. **4**

 **S198059**

Strategy Rationale

Having explicit/clearly stated expectations for instructional planning and delivery ensures best practices in instruction to move from intentionally structured to culturally embedded. Time specifically dedicated to these actions is also important.

Action Step 1 **5**

If we dedicate time, resources, and training to reinforce TRES teachers' skill set in standards-based instruction, data analysis, and differentiated instruction then we will see an increase in student achievement.

Person Responsible

Kathy Billar

Schedule

Biweekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

An established common planning/PLC schedule with clearly defined protocol for time spent and expected product (by grade level and school-wide).

Action Step 2 5

If the leadership team will closely monitor data chats; classroom walk-throughs; common planning; developing PLC norms specific to each grade level; feedback to/from teachers; weekly leadership meetings ; iPD lesson study cycle then we will see an increase in standards based instruction.

Person Responsible

Kathy Billar

Schedule

Weekly, from 8/17/2015 to 6/17/2016

Evidence of Completion

Class room walk-through schedule, weekly notes from common planning meetings; schedule of facilitator attendance; student products; teacher feedback

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

Provide the necessary time and resources to create a school environment conducive to common planning and PLCs.

Person Responsible

Kathy Billar

Schedule

Biweekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Time, scheduling, and resources allocated to common planning/PLCs; teacher training in expected outcomes by instructional coaches.

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

Common planning is consistent, monitored, and supported school-wide.

Person Responsible

Kathy Billar

Schedule

Weekly, from 8/17/2015 to 6/10/2016


Evidence of Completion

Fidelity to common planning schedule and process; teacher lesson plans reflect small groups and centers aligned to the rigor of the standards and are differentiated based on student data and needs.


G2. At TRES, consistent and deliberate implementation of higher order questioning and discourse, rigorous tasks and assessments, and authentic student writing will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups. 1

 G071602

G2.B1 Inconsistent and/or limited use of the following (school-wide): (a) grade level assignments that incorporate multiple standards and reflect a high level of cognitive complexity; (b) teachers modeling and scaffolding HOQs during instruction; (c) students asking and posing HOQs to test and generate hypotheses. This inconsistency/limited use is due to a lack of training in teaching the new Florida Standards according to cognitive complexity and DOK; and higher order questioning/generating hypotheses. Accordingly, time to address these issues is a concern. 2

 B186647

G2.B1.S1 To address these inconsistencies, the following three actions will occur: (1) grade level common planning time supported by leadership team; (2) PLCs; (3) school-wide non-negotiables for instructional planning and delivery. 4

 S198060

Strategy Rationale

Having explicit/clearly stated expectations for instructional planning and delivery allows best practices in instruction to move from intentionally structured to culturally embedded.

Action Step 1 5

If we dedicate time, resources, and training to reinforce TRES teachers' skill set in HOQ and discourse, rigorous tasks and assessments, and cross-curricular writing then we will see an increase in student achievement.

Person Responsible

Kathy Billar

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

An established common planning/PLC schedule with clearly defined protocol for time spent and expected product (by grade level and school-wide).

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

Provide the necessary time and resources to create a school environment conducive to common planning and PLCs.

Person Responsible

Kathy Billar

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Time, scheduling, and resources allocated to common planning/PLCs; teacher training in expected outcomes by instructional coaches.

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

Common planning is consistent, monitored, and supported school-wide.

Person Responsible

Kathy Billar

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Fidelity to common planning schedule and process; teacher lesson plans reflect planning, modeling, and scaffolding HOQs during instruction; during classroom walkthroughs students are asking and posing HOQs; student work samples posted reflect the appropriate level of DOK and demonstrate students using assignments to make real-world connections.

G3. At TRES, a safe environment conducive to learning, personal growth, and success for all students will be created by closely monitoring early warning systems: attendance, discipline referrals, and alleged/reported bullying incidents. 1

G071603

G3.B1 Inconsistent and/or limited application of school-wide PBS strategies by TRES Staff 2

B186649

G3.B1.S1 To proactively maintain a safe and orderly school environment, PBS updates/trainings will be given according to school-wide EWS trends. 4

S198061

Strategy Rationale

PBS structures provide teachers with tools/strategies to help teach students positive social, emotional, and academic behaviors.

Action Step 1 5

If we dedicate time, resources, and training to reinforce TRES teachers' skill set in PBS strategies then we will see a decrease in discipline incidents and an increase in positive student behaviors.

Person Responsible

Deborah Hartog

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

PBS training materials/paraphernalia; EWS data (reduction in the number of truant students, students with less than 90% attendance, discipline referrals and in/out-of-school suspensions).

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Provide the necessary time and resources to continue to build teacher capacity in PBS structures and strategies.

Person Responsible

Deborah Hartog

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Time, scheduling, and resources allocated to teacher training in expected outcomes of PBS structures.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

PBS strategies/structures are consistently applied by teachers, monitored by school leadership, and supported school-wide. Also, a consistent increase in student attendance (and maintained).

Person Responsible

Deborah Hartog

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

School community modeling PBS behaviors in multiple aspects of school life; an increase in student attendance and maintained.

G4. At TRES, instructional technology will be incorporated in all curriculum areas to increase student engagement and support the 21st Century Skills initiative for student competitiveness in a global society. 1

 G071604

G4.B1 Reliability of technology (capacity, functionality, and maintenance) 2

 B186651

G4.B1.S1 Allocate time (Tech Con) and financial resources (refresh and updates) to ensure the reliability of technology 4

 S198062

Strategy Rationale

By allocating the necessary time and resources, TRES is taking a proactive approach to maintaining the quality of school-based technology infrastructure

Action Step 1 5

If usage is checked by Leadership Team, which include I-Station, I-Ready, and Rosetta Stone then we will see an increase in student usage and fidelity.

Person Responsible

Rhonda Boston

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Increased usage of computer based learning based on reports generated from I-Station, I-Ready, and Rosetta Stone.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Usage checked by Leadership Team, which include I-Station, I-Ready, and Rosetta Stone.

Person Responsible

Rhonda Boston

Schedule

Monthly, from 8/17/2015 to 6/17/2016

Evidence of Completion

Additional computer lab for students to have access to. Increased usage of computer based learning based on reports generated from I-Station, I-Ready, and Rosetta Stone.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Usage checked by Leadership Team, which include I-Station, I-Ready and Rosetta Stone.

Person Responsible

Rhonda Boston

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Additional computer lab to provide students with more access. Increased usage of computer based learning based on reports generated from I-Station, I-Ready, and Rosetta Stone.

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	If we dedicate time, resources, and training to reinforce TRES teachers' skill set in standards-based instruction, data analysis, and differentiated instruction then we will see an increase in student achievement.	Billar, Kathy	8/17/2015	An established common planning/PLC schedule with clearly defined protocol for time spent and expected product (by grade level and school-wide).	6/10/2016 biweekly
G2.B1.S1.A1	If we dedicate time, resources, and training to reinforce TRES teachers' skill set in HOQ and discourse, rigorous tasks and assessments, and cross-curricular writing then we will see an increase in student achievement.	Billar, Kathy	8/17/2015	An established common planning/PLC schedule with clearly defined protocol for time spent and expected product (by grade level and school-wide).	6/10/2016 weekly
G3.B1.S1.A1	If we dedicate time, resources, and training to reinforce TRES teachers' skill set in PBS strategies then we will see a	Hartog, Deborah	8/17/2015	PBS training materials/paraphernalia; EWS data (reduction in the number of truant students, students with less than	6/10/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	decrease in discipline incidents and an increase in positive student behaviors.			90% attendance, discipline referrals and in/out-of-school suspensions).	
G4.B1.S1.A1	If usage is checked by Leadership Team, which include I-Station, I-Ready, and Rosetta Stone then we will see an increase in student usage and fidelity.	Boston, Rhonda	8/17/2015	Increased usage of computer based learning based on reports generated from I-Station, I-Ready, and Rosetta Stone.	6/10/2016 monthly
G1.B1.S1.A2	If the leadership team will closely monitor data chats; classroom walk-throughs; common planning; developing PLC norms specific to each grade level; feedback to/from teachers; weekly leadership meetings ; iPD lesson study cycle then we will see an increase in standards based instruction.	Billar, Kathy	8/17/2015	Class room walk-through schedule, weekly notes from common planning meetings; schedule of facilitator attendance; student products; teacher feedback	6/17/2016 weekly
G1.MA1	The ultimate goal is to have teachers evaluate the effectiveness of their own small groups and centers and modify when needed according collaborative planning discussions/work (teacher capacity to analyze data, differentiate instruction, and deconstruct the new Florida Standards).	Billar, Kathy	8/17/2015	Teacher data chats with leadership team; leadership facilitation of common planning; monitoring lesson plans; classroom walk-throughs; lesson plans reflect alignment to Florida Standards and integration of anchor standards across the curriculum; ultimately an increase in student achievement; monitoring of authentic student work	6/10/2016 weekly
G1.B1.S1.MA1	Common planning is consistent, monitored, and supported school-wide.	Billar, Kathy	8/17/2015	Fidelity to common planning schedule and process; teacher lesson plans reflect small groups and centers aligned to the rigor of the standards and are differentiated based on student data and needs.	6/10/2016 weekly
G1.B1.S1.MA1	Provide the necessary time and resources to create a school environment conducive to common planning and PLCs.	Billar, Kathy	8/17/2015	Time, scheduling, and resources allocated to common planning/PLCs; teacher training in expected outcomes by instructional coaches.	6/10/2016 biweekly
G2.MA1	The ultimate goal is to have students completing grade level assignments that: (1) reflect a high level of cognitive complexity; (2) allow them to make real-world connections/generate hypotheses; and (3) write/create to demonstrate their own thinking and learning across the curriculum.	Billar, Kathy	8/17/2015	Fidelity to common planning schedule and process; teacher lesson plans reflect planning, modeling, and scaffolding HOQs during instruction; during classroom walkthroughs students are asking and posing HOQs; student work samples posted reflect the appropriate level of DOK and demonstrate students using assignments to make real-world connections; ultimate increase in student achievement.	6/10/2016 weekly
G2.B1.S1.MA1	Common planning is consistent, monitored, and supported school-wide.	Billar, Kathy	8/17/2015	Fidelity to common planning schedule and process; teacher lesson plans reflect planning, modeling, and scaffolding HOQs during instruction; during classroom walkthroughs students are asking and posing HOQs; student work samples posted reflect the appropriate level of DOK and demonstrate students using assignments to make real-world connections.	6/10/2016 weekly
G2.B1.S1.MA1	Provide the necessary time and resources to create a school environment conducive to common planning and PLCs.	Billar, Kathy	8/17/2015	Time, scheduling, and resources allocated to common planning/PLCs; teacher training in expected outcomes by instructional coaches.	6/10/2016 weekly
G3.MA1	The ultimate goal is to have PBS structures and strategies aligned to support MTSS and EWS data trends so that ALL students (especially those	Hartog, Deborah	8/17/2015	PBS and EWS data; A reduction in the following: (1) number of truant students, (2) students with less than 90%	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	identified as 'at-risk') receive the necessary support both socially and academically.			attendance, (3) discipline referrals and in/out-of-school suspensions.	
G3.B1.S1.MA1	PBS strategies/structures are consistently applied by teachers, monitored by school leadership, and supported school-wide. Also, a consistent increase in student attendance (and maintained).	Hartog, Deborah	8/17/2015	School community modeling PBS behaviors in multiple aspects of school life; an increase in student attendance and maintained.	6/10/2016 monthly
G3.B1.S1.MA1	Provide the necessary time and resources to continue to build teacher capacity in PBS structures and strategies.	Hartog, Deborah	8/17/2015	Time, scheduling, and resources allocated to teacher training in expected outcomes of PBS structures.	6/10/2016 monthly
G4.MA1	Usage Checked by Leadership Team, which include I-Station, I-Ready, and Rosetta Stone.	Boston, Rhonda	8/17/2015	Increased usage of computer based learning as documented by reports.	6/10/2016 monthly
G4.B1.S1.MA1	Usage checked by Leadership Team, which include I-Station, I-Ready and Rosetta Stone.	Boston, Rhonda	8/17/2015	Additional computer lab to provide students with more access. Increased usage of computer based learning based on reports generated from I-Station, I-Ready, and Rosetta Stone.	6/10/2016 monthly
G4.B1.S1.MA1	Usage checked by Leadership Team, which include I-Station, I-Ready, and Rosetta Stone.	Boston, Rhonda	8/17/2015	Additional computer lab for students to have access to. Increased usage of computer based learning based on reports generated from I-Station, I-Ready, and Rosetta Stone.	6/17/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. At TRES, instructional planning and delivery will be standards-based, data-driven, and differentiated to be student specific (learning styles/abilities) in all curriculum areas to increase student achievement and reach target AMOs for all subgroups.

G1.B1 Inconsistent and/or limited use of the following (school-wide): (a) Small groups and centers differentiated based on student data and needs; (b) Small groups and centers aligned to the Florida Standards. This inconsistency/limited use is due to a lack of training in data analysis; deconstruction of standards; and differentiated instruction. Accordingly, time to address these issues is a concern.

G1.B1.S1 To address these inconsistencies, the following three actions will occur: (1) grade level common planning time supported by leadership team; (2) PLCs; (3) school-wide non-negotiables for instructional planning and delivery.

PD Opportunity 1

If we dedicate time, resources, and training to reinforce TRES teachers' skill set in standards-based instruction, data analysis, and differentiated instruction then we will see an increase in student achievement.

Facilitator

Administration; instructional coaches

Participants

TRES instructional staff

Schedule

Biweekly, from 8/17/2015 to 6/10/2016

G2. At TRES, consistent and deliberate implementation of higher order questioning and discourse, rigorous tasks and assessments, and authentic student writing will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups.

G2.B1 Inconsistent and/or limited use of the following (school-wide): (a) grade level assignments that incorporate multiple standards and reflect a high level of cognitive complexity; (b) teachers modeling and scaffolding HOQs during instruction; (c) students asking and posing HOQs to test and generate hypotheses. This inconsistency/limited use is due to a lack of training in teaching the new Florida Standards according to cognitive complexity and DOK; and higher order questioning/generating hypotheses. Accordingly, time to address these issues is a concern.

G2.B1.S1 To address these inconsistencies, the following three actions will occur: (1) grade level common planning time supported by leadership team; (2) PLCs; (3) school-wide non-negotiables for instructional planning and delivery.

PD Opportunity 1

If we dedicate time, resources, and training to reinforce TRES teachers' skill set in HOQ and discourse, rigorous tasks and assessments, and cross-curricular writing then we will see an increase in student achievement.

Facilitator

Administration; Instructional Coaches

Participants

TRES Instructional Staff

Schedule

Weekly, from 8/17/2015 to 6/10/2016

G3. At TRES, a safe environment conducive to learning, personal growth, and success for all students will be created by closely monitoring early warning systems: attendance, discipline referrals, and alleged/reported bullying incidents.

G3.B1 Inconsistent and/or limited application of school-wide PBS strategies by TRES Staff

G3.B1.S1 To proactively maintain a safe and orderly school environment, PBS updates/trainings will be given according to school-wide EWS trends.

PD Opportunity 1

If we dedicate time, resources, and training to reinforce TRES teachers' skill set in PBS strategies then we will see a decrease in discipline incidents and an increase in positive student behaviors.

Facilitator

Administration; Instructional Coaches

Participants

TRES Staff

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	If we dedicate time, resources, and training to reinforce TRES teachers' skill set in standards-based instruction, data analysis, and differentiated instruction then we will see an increase in student achievement.				\$18,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$8,000.00
			Notes: Collaborative Time Budget			
			District-Wide	SIG 1003(a)		\$10,750.00
			Notes: Stipends/Subs for Wednesday after school professional development - by grade level			
2	G1.B1.S1.A2	If the leadership team will closely monitor data chats; classroom walk-throughs; common planning; developing PLC norms specific to each grade level; feedback to/from teachers; weekly leadership meetings ; iPD lesson study cycle then we will see an increase in standards based instruction.				\$0.00
3	G2.B1.S1.A1	If we dedicate time, resources, and training to reinforce TRES teachers' skill set in HOQ and discourse, rigorous tasks and assessments, and cross-curricular writing then we will see an increase in student achievement.				\$65,160.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	SIG 1003(a)		\$20,160.00
			Notes: Academic Tutors			
			District-Wide	Title I Part A		\$5,000.00
			Notes: Thinking Maps Extension for Authentic Student Writing			
			District-Wide	Title I Part A		\$40,000.00
			Notes: Instructional Coach			
4	G3.B1.S1.A1	If we dedicate time, resources, and training to reinforce TRES teachers' skill set in PBS strategies then we will see a decrease in discipline incidents and an increase in positive student behaviors.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$2,000.00
			Notes: Notes			
5	G4.B1.S1.A1	If usage is checked by Leadership Team, which include I-Station, I-Ready, and Rosetta Stone then we will see an increase in student usage and fidelity.				\$0.00
Total:						\$85,910.00