Tavares Elementary School

2015-16 School Improvement Plan

Tavares Elementary School

720 E CLIFFORD ST, Tavares, FL 32778

http://lake.k12.fl.us/tel

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	73%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	36%

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.

Table of Contents

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

Tavares Elementary parents and staff will strive to provide the highest possible academic achievement through quality instruction with frequent evaluation while caring for our students by providing a safe and hospitable environment.

Provide the school's vision statement

Targeting all students for success!

School Environment

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

Each teacher completes a data sheet for their students which is given to this student's teacher the following year. The information collected includes both hard and soft data in relation to academics as well as cultural and behavioral items. Teachers also have a time set aside in the first few weeks of school to go into the guidance suite and review each of their students' cum folders for additional pertinent information. Group activities, Kagan cooperative structures as well as other relationship building activities are introduced during the first week of school to help develop their individual classroom cultures and peer relationships. Communication with parents is a priority so each student is given a "communication folder" where teachers include notes to parents regarding their student's academic progress, behavior, or grade level information and parents can share their concerns or information back to the teacher. Actively our Guidance counselors meet with our teachers to discuss student concerns, their background and needs. Our Social Worker attends conferences, Individual Education Plan meetings and Multi-Tiered Support Systems in order to address the needs of our students as well as their family.

The school has a "Meet the Teacher" event, during pre-school week, which is a time for parents and students to meet the teacher their child will have for the upcoming school year. Each grade level holds a curriculum night where parents receive pertinent information regarding the curriculum expectations for their child during the upcoming year. Afterwards, parents participate in an "open-house" of their student's classroom. Parents are encouraged at each of these events to communicate any questions and/or concerns in relation to their child at any of these meetings. Parent conferences are set up as needed.

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

Students feeling safe and secure on our campus is always a continuing goal for Tavares Elementary. To create this safe environment the school has a Bullpup Pledge which is recited every morning on the announcements. T - for Trustworthiness, A - for Achievement, V - for Values, A - for Academics, R - for Respect, E - for Excellence, S - for Success. This pledge has been engrained in the culture of the school for several years.

Additionally, this year in adopting the Postive Behavior Support (PBS) model we have created the new behavior motto, "Get your G.R.O.W.L. on!" A Tavares Elementary student who has their G.R.O.W.L. on is showing G - great behavior, R-respect for all, O-on task at all times, W - winning attitude and is striving for L - limitless learning. Students earn "punches" on their Growl Bone when showing these various traits. Weekly, monthly and quarterly, students can use these Growl Bones to

earn rewards and entrance into the quarterly Bullpup Growl event. The PBS rewards system incorporates both before and afterschool behaviors and one of our high discipline area for our school bus behavior. All school employees including bus drivers are taught our G.R.O.W.L. behaviors and are encouraged to provide students with punches on their cards as well.

Also, Guidance continues to promote bully-proofing in our school using the "HA HA" activities within the classrooms each month. The additional monthly themed focus areas will be encompassed into their lessons each month and students who are "Bully-busters" honored on the morning announcements.

Utilizing these positive programs in conjunction with a discipline intervention ladder, whereby students who are not following the rules receive interventions to correct their behavior, we maintain a focus on ensuring a safe environment for all students and staff.

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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

All staff have been trained on the flow process in the levels of discipline and staff expectations. The district referral form was reviewed by all in pre-school week. Discussion was held on the procedures of handling various discipline problems. Behavioral expectations were made clear to the staff. These expectations were to be taught to the students during the first week of school along with the District Code of Conduct. Bus safety video was seen by all. Bus drivers are currently being trained on the new behavioral rewards program and their expectations. This has been met with excitement from our bus drivers. Discipline data will be gathered at the end of each nine weeks to look for trends in discipline incidents and consequences. This will be reviewed by the PBS team which consists of teachers on each grade level as well as guidance and administrative personnel. Training of staff will occur in areas of found weakness. This may consist of training for school wide staff, grade level, or individual employee. The training will be data driven.

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

Students are taught by the guidance counselors and their teachers, that they may see their guidance counselor as needed. A system is in place for students to sign up for this on an as needed basis. Parents are encouraged to contact the school teachers and/or guidance counselor if they have any concerns for their child. Teachers often ask guidance counselors to sit in on parent conferences for various reasons. We have a social worker who comes to the school weekly to address any concerns we have for families. The social worker often makes home visits to meet with parents on a myraid of issues. The school has a school psychologist who has a behavioral specialist degree. She observes students and works with staff to meet their social-emotional needs. She is part of our Child Study Team as we move students into various areas of Special Education services. The psychologist also works with the MTSS team on behavioral student intervention development and monitoring.

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

Tavares Elementary School utilizes the Early Warning System to identify students who are struggling due to attendance, retention or behavior. Our Guidance counselors will monitor attendance reports from teachers and run monthly for MTSS meetings and make contact with parents of these students

whose absences are chronic.
Students who have been retained were referred to MTSS. Teachers were made aware of these
students during cum reviews conducted with both guidance and administration and are monitored
during MTSS meetings. A monthly discipline report will be reviewed by both guidance and
Administration to determine habitual offenders and interventions when necessary.
At each of these stages, contact with parents is made.

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	14	6	6	4	3	9	42
One or more suspensions	5	9	5	10	9	10	48
Course failure in ELA or Math	25	15	8	20	4	1	73
Level 1 on statewide assessment	0	0	0	52	40	47	139

*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	4	2	1	2	3	1	13

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

The intervention strategies utilized by Tavares Elementary to address students at risk and who have
been identified through our Early Warning Systems will be two-fold: 1. Early detection and 2.
Monitoring through MTSS system. Students will be continually identified by teacher referral, cum
reviews and weekly Professional Learning Communities. At the weekly meetings and data
discussions, will identify students who are struggling academically. These names will be given to
guidance for review and referral to MTSS.
Once a student has been referred for MTSS, guidance, teachers, parents and administration will work
collaboratively to identified the needed interventions. One of our goals this year is to ensure our
MTSS system is being implemented consistently so we can ensure the interventions and the
student's academic or behavior will be monitored and modified as needed.

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

Tavares Elementary is not a Title 1 Funded school and does not have a formalized Parent Involvement Plan

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

Tavares Elementary School extends a welcoming hand to our community. In each of our initiatives, our starting point is how will this partnership improve student academics. So we actively solicit volunteers from the community. These volunteers work directly in the classroom reading to our students, mentoring and assisting teachers . We strive each year to increase the number of volunteers so we have designated a staff member to oversee the processing of paper work for both volunteers and chaperones making the process more user friendly and efficient. .

To continue fostering these partnerships we open our school for Boy and Girl Scouts Parent Night in both the Fall and Spring, Curriculum and Report Card Night where we discuss the success of our students to parents, as well as providing lunch for Grandparents Day and Donuts with Dad's. New this year, we are adding a partnership with Tavares High School. Teen Trendsetters founded by Barbara Bush will be used to provide peer reading to our lowest quartile in our primary grades.

Finally, the safety aspect of our campus is supported through our partnership with the Tavares Police Department. They often send Officers to walk the campus and maintain high visibility at the beginning and end of the day as well as keeping one of their marked police cars in our parking lot as a deterrent. The Tavares Fire Department provides programs for our students in safety procedures during Fire Prevention Week. Additionally, both agencies provide professional insight into our school safety plans and procedures. Also, we are supported by our local school board member, Debbie Stivender, who donates time to the school each week wherever needed.

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
McKinney, Durenda	Principal
Le Moyne, Judith Ann	Instructional Coach
Holmes, Lindsey	Instructional Coach
Veneziano, Anne	Teacher, ESE
Hayes, Angie	Guidance Counselor
Short, Donna	Guidance Counselor
Purdy, Shaunna	Instructional Coach
Phillips, Mary Grace	Instructional Coach
Peppers, Carol	Assistant Principal

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 Curriculum Resource Teacher(CRT) (Coordinator for Academics), Guidance Counselors (MTSS Coordinators for Behavior), Literacy Coach, Math Coach, Accelerated Resource Teacher, Content Resource Teacher, ESE Specialist, School Psychologist, Social Worker, Principal, and Assistant Principal. Core members, the Principal, Assistant Principal, and content specific coaches meet weekly whereby each member is able to create a system of supports for both the classroom teacher and the individual students based on the team members area of expertise. The Principal is the Instructional leader for our campus by supporting collaboration in the use of Professional Learning Communities to improve instruction and progress monitoring of student performance. The Curriculum Resource Teacher, Literacy Coach, Math Coach and Accelerated Reading Teacher provide content specific support to classroom teachers during Professional Learning Communities by analyzing student performance data, determining best practices for instructional delivery and side by side coaching. Guidance counselors and the Exceptional Student Specialist monitor students who may be struggling both academically or behaviorally and need additional supports within the classroom by assisting teachers in the implementation of these interventions or accommodations.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS is a data-based problem solving process which is an extension of the LCSB district process. It is a formal process of tiered analysis. Teachers work with school-based leadership and disaggregated data by reviewing test scores. Specific subgroup patterns and trends are identified for both the school-wide and individual classroom teaching and learning processes. Individual student's data are also reviewed. If adequate progress is not achieved for targeted students according to MTSS and SIP structures, an intervention plan (Tier 2 or 3) is established. The intervention designs include a student performance goal, developing an 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 progress to the intervention does not lead toward achievement of the performance goal, more extensive and individualized interventions and supports are implemented (Tier 3). These supports include, but are not limited to, the most intense instruction and interventions such as increased time, narrowed focus skills, reduced group-size based upon individual student needs provided in addition to, and aligned with, Tier 1 and Tier 2 academics and supports.
(Title I, Part A:
Tavares Elementary is not a Title 1 school for 2015-16 school year.
Title I, Part C Migrant:
The Title Services Department provides a Migrant Liaison who works with the school's guidance counselors, and the CRT to ensure that migrant students do not face additional educational challenges due to differences in academic standards throughout the country.
Title I, Part D:
The Title Services Department receives funding for services targeting delinquent and neglected students. The guidance counselors, nurse, and social worker ensure compliance with guidelines and assistance to these children and families.
Title II:
The Academic Services Department coordinates funding for technology aimed at increasing student achievement. Funding for professional development is coordinated through the Academic Services Department at the district level. On the school level, the Assistant Principal, Curriculum Resource Specialist, Literacy Coach, Math Coach, Accelerated Resource Specialist, the technology contact, work with the Principal to ensure compliance with guidelines and assistance to children and families.
Title III:
The Academic Services Department coordinates funding for services to English Language Learners

(ELL) 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 Guidance Counselor, Social Worker, Family Liaison, and office support staff work together with the Principal, to ensure that all students who qualify for services under the McKinney - Vento Act are provided with the resources and assistance needed.

Supplemental Academic Instruction (SAI):

The funds will be used to provide additional services to low performing subgroups in the areas of reading and mathematics. This assistance will include, but is not limited to, before and after school tutoring remediation programs.

Violence Prevention Programs:

Tavares Elementary School participates in the Too Good for Drugs Bully Proofing Your School prevention programs. The school is implementing the Positive Behavior Support (PBS) program which promotes positive behavior.

Nutrition Programs:

Tavares Elementary School participates in the free and reduced lunch programs, providing daily breakfast and lunch to our students; 69% of which are economically disadvantaged.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Durenda Mc Kinney	Principal
Selena Bowers	Parent
Bonita Gilchrist	Teacher
Scott DeLeo	Business/Community
Ron Davis	Parent
Tasha Richards	Parent
Deidra Amico	Parent
Jose Sanchez	Parent
Deanna Thomas	Parent
Davina Bostic	Parent
Laurel Eiland	Parent

Duties

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

Evaluation of last year's school improvement plan

At our initial SAC meeting, due to the loss of Title 1, the Principal presented the strategic plan framework, budget and plan from last year seeking discussion and feedback as to any necessary changes. The SAC reviewed and discussed the need to seek funding through other avenues and will be monitoring the school situation at their monthly meetings.

Development of this school improvement plan

School Leadership analyzes common themes and trends in data regarding Stakeholder Feedback Surveys (Parent, Teacher, Student, and Staff data). Areas of notable achievement and areas that need improvement are reviewed. Student assessment data such as I-station, I-ready, FSA, 5th - Grade Science FCAT, and FLKRS are also analyzed. The data is disaggregated by grade level, subject area, and subgroup populations. Additional data pertaining to attendance and discipline are also considered. A School Improvement Plan is developed to provide focus areas for both students, teachers and the school as a whole, which is submitted to 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 committee vote to approve the proposed plan. The Tavares Elementary School SAC was involved in the development of this school improvement plan by attending scheduled SAC meetings where school data and academic achievement were discussed. School and student needs in areas of concern were the primary focus. Members reviewed the data and made academic recommendations. The Tavares Elementary School Improvement Plan and budget was then developed and brought to the SAC for approval.

Preparation of the school's annual budget and plan

School budget was shared with the SAC Committee. Discussion and approval was given for various expenditures which correlate with the SIP are reviewed.

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

SAC does not have any available monies this 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
Holmes, Lindsey	Instructional Coach
Le Moyne, Judith Ann	Instructional Coach
McKinney, Durenda	Principal
Shaw, Kalyn	Teacher, K-12
Phillips, Mary Grace	Instructional Coach
Clark, Bobbie Jo	Teacher, K-12
Luevano, Tiffany	Teacher, K-12
Ough, Debbie	Teacher, K-12
Urankar, Cari	Teacher, K-12
Hicks, Stephanie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Tavares Elementary School Literacy Leadership Team for the 2015-2016 school year will be to increase proficiency rates on the Florida Standards Reading, Writing, and Math Assessments as well as the FCAT Science Assessment. Simultaneously we will work with teachers to increase performance in rigorous coursework (complex text, close reading strategies, writing across the curriculum, writing in response to reading). There will be a greater exposure to authentic student writing across all curriculums. The LLT will hold a Family Reading Night during Celebrate Literacy Week. The LLT will set reading goals for I-station, I-ready and Accelerated Reader along with incentives for students to work towards which will encourage reading with accountability, tracking progress, and celebrating success. The LLT will also support special projects including, but not limited to: Read Across America Day in the spring and Dr. Seuss week by having a Seuss Literacy Week. A Seussville carnival will culminate the weeks activites with parent and family fun day of educational activities. Students in grades K-5 will also participate in the Superintendent's Reading Challenge.

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

This year we will continue to embed Professional Learning Communities culturally in order to accomplish all of our Strategic goals this year. Beginning with the master schedule which allows for common planning amongst grade levels each day. Additionally, each Thursday teachers participate in Professional Learning Communities to design and create lesson plans in collaboration with Administration, Instructional Coaches and Exceptional Student Teachers.
Summer writing teams were developed with teachers from every grade level to begin development of the new Florida Standards lesson plans and Performance scales. These teachers met with their grade levels during pre-plan week to begin the process of collaborative development of lesson plans.

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

1. Goal: New teachers will be partnered with veteran staff in order to provide a supportive environment for new teacher development.
Person Responsible: Carol Peppers, Assistant Principal
2. Goal: "TOPS" training on Florida Educator Accomplished Practices (FEAPs) and orientation of the LCSB policies and procedures.
Person(s) Responsible: District Personnel, Tavares Elementary Leadership Team.
3. Weekly Grade Level Meetings to provide instructional best practices and curricular support.
Person(s) Responsible: Grade Chairs, Mentors, and Leadership Team
4. Professional Learning Community to provide model teaching and to develop teacher effectiveness.
Person(s) Responsible: Instructional Coaches, Accelerated Resource Teacher, Content Specialist Teacher, Assistant Principal, CRT, and Principal.

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

Our Instructional Coaches along with our CRT will mentor and coach our first year teachers in areas of need based on the teacher's feedback. Side by side coaching and model classrooms of teachers exhibiting specific strengths in various domains will be available for teachers showing needs. These teachers can do classroom observations and learn strategies to strengthen their practice.
The new teacher will also be paired with a mentor teacher in their specific grade level to assist them in school and grade level policies and support of instructional practices. Each mentor has a skill set in multiple areas of instructional expertise: Classroom Management, Student Engagement, Higher Order

Thinking, Questioning and Discourse, Rigorous Task and Assessments, Lesson Planning and Delivery, Differentiated Instruction, Integration of curriculum across content areas, and Tracking Student Progress (FCIM). Additionally, our new teacher will meet and receive support through grade level teams during common planning time where they will collaborate about instructional focus, lesson planning, develop performance scales and disaggregate data.

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

Summer writing teams composed of teachers from each grade level participated in professional development instruction on the process for writing a Marzano performance scale. Using the current District Blueprints based on Florida Standards, these teachers developed performance scales for the current units of study in Reading, Math and Science ensuring they had rigorous tasks and covered the full-intent of these standards. During pre-planning, grade level teams met to discuss these scales and their delivery and how they will be used to monitor student mastery of the standards. Throughout the year, teachers will collaborate during grade level planning and Professional Learning Community time to deconstruct the Florida Standards and building performance scales for the remaining units. Instructional Coaches will assist in helping teachers locate appropriate resources and provide clarification of standard language or intent.

Additionally, teachers will ensure core instruction is aligned to Florida standards through disaggregation of data from common assessments to help identify areas for improvement in lesson design and delivery, employing the FCIM model of continuous improvement. The Leadership Team will monitor the use of scales, lesson delivery using Marzano high-yield strategies through Classroom walkthrough and give feedback to teachers during Professional Learning Communities.

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

Standardized assessment data from I-station, i-ready, FCAT Science or classroom assessments assist in providing differentiation to meet the needs of our students. Teachers use this data to scaffold instruction, organize student groups and to identify small group instruction for all content areas. The master schedule also designates an additional (PAWS) reading program which occurs four days a week for a thirty minute block of time allowing students to receive targeted support in specific areas of reading. All of these groups are fluid based on review during grade level planning and PLC of the latest student data and needs.

Data is also used to identify students who would are struggling and have been referred to the Multi-Tiered Support System (MTSS). Interventions are tailored to the students need and monitored to show student progress. When necessary additional supports are implemented to ensure student success.

Further, tutoring will be provided for students in grades third through fifth who are struggling in the areas of reading and math. Groups will be formed after analyzing I-station and I-ready data.

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: 1,800

School-based after school tutoring funded with SAI funds. Lower quartile students will receive after school tutoring in the development of needed skills in both math and reading for students in grades three through five. Eligibility for the program is based on their individual student performance on: previous FCAT scores, I-station, I-ready, benchmark assessments and classroom assessments. Sessions will run from January 11, 2016 through March 18, 2016. These sessions will be held twice a week for 90 minutes in afternoon sessions.

Strategy Rationale

Small groups are needed to give the remediation students more instructional individual attention to the specific strategy being taught.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Le Moyne, Judith Ann, lemoynej@lake.k12.fl.us

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

Pre and post test are administered to determine the 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.

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

Voluntary Preschool (VPK) funded by .5 VPK is offered at Tavares Elementary throughout the school year to assist students in achieving readiness skills for kindergarten. Tavares Elementary also provides two ESE Prekindergarten full day all year classrooms for identified at risk children. The Kindergarten teachers and the Curriculum Resource Teacher provide a "Kindergarten Round-Up" program in the spring. The kindergarten teachers provide parents and upcoming kindergarten students with information about the curriculum expectations for the upcoming year. The students will tour the school, have the opportunity to go through the cafeteria line, and ride on a bus. Parents will be provided resources to use with their child to prepare them for kindergarten.

Teachers have developed as assessment instrument to be used with students to determine readiness skills. The instrument is given to incoming kindergarten students prior to the beginning of the school year. The screening results also assist in balancing the kindergarten classes in the fall. In addition, each child is given FLKRS during the first 30 days of school to help determine Pre-Kindergarten readiness skills which the curriculum will need to address.

A "Meet the Teacher" meet and greet event is held in the early evening hours the week before school starts. Students and parents have the opportunity to visit their classrooms and meet their teacher to receive beginning of the year information.

A Kindergarten Curriculum Night is held during the first few weeks of school to review a "Day in the Life" of a student and to address any and all parent concerns.

The Florida Kindergarten Readiness Screener (FLKRS) is administered to all kindergarten students within the first 30 days to determine readiness skills. This data is used to differentiate instructional strategies within the classroom.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

N/A

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.

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.   At Tavares Elementary, we will create, monitor and support consistent and high quality common planning and collaboration opportunities for all teachers to ensure academic rigor in all content areas to improve student achievement.

G2.   At Tavares Elementary we will use standards based instruction with high-yield strategies through our Professional Learning Communities to improve student achievement in the areas of Reading, Writing, Math and Science.

G3.   At Tavares Elementary we will implement the Multi-tiered System of Support with fidelity to provide a systems of support for all students.

G4.   At TEL there will be a safe environment, free of bullying, in order for student learning, personal and professional growth, and success for all students which will be closely monitored through our technology-based early warning system and positive behavior support systems.

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 Tavares Elementary, we will create, monitor and support consistent and high quality common planning and collaboration opportunities for all teachers to ensure academic rigor in all content areas to improve student achievement. 1a

🔍 G071608

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	70.0
ELA Achievement District Assessment	60.0
FCAT 2.0 Science Proficiency	51.0
Writing Gains District Assessment	40.0

Resources Available to Support the Goal 2

- Administration, CRT, Literacy Coach, Math Coach, Accelerated Reading Teacher, all classroom teachers. Program resources: PLC Process, Master Schedule, FCIM-IPDp, Standards Based Teaching Map, FCIM-PLC Lesson Study Team Connector

Targeted Barriers to Achieving the Goal 3

- Consistently, implement and monitor common planning and PLC collaboration with fidelity

Plan to Monitor Progress Toward G1. 8

Student achievement data will support the use of professional learning communities.

Person Responsible

Durenda McKinney

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Agendas/minutes, I-ready, I-station, Write Score and FCAT Science data.

G2. At Tavares Elementary we will use standards based instruction with high-yield strategies through our Professional Learning Communities to improve student achievement in the areas of Reading, Writing, Math and Science. `1a`

Targets Supported `1b`

🔍 G071609

Indicator	Annual Target
Math Achievement District Assessment	70.0
ELA Achievement District Assessment	60.0
FCAT 2.0 Science Proficiency	51.0
Writing Gains District Assessment	40.0

Resources Available to Support the Goal `2`

- Administration, CRT, Literacy Coach, Math Coach, Accelerated Reading Teacher, all teachers. Program resources: PLC process, Master schedule, FCIM-iPD, Standards Based Teaching Map, FCIM - PLC Lesson Study Team Connector

Targeted Barriers to Achieving the Goal `3`

- Consistently, implement high-yield strategies and PLC with fidelity.

- Consistently, implement science across all grade levels with fidelity.

- Inconsistent use of Marzano high-yield strategies

Plan to Monitor Progress Toward G2. `8`

Student achievement data will support the use of professional learning communities and high yield strategies.

Person Responsible
Durenda McKinney

Schedule
Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion
Agendas/minutes, I-ready, I-station, write score

G3. At Tavares Elementary we will implement the Multi-tiered System of Support with fidelity to provide a systems of support for all students. `1a`

🔑 G071610

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	
ELA Achievement District Assessment	
Math Achievement District Assessment	70.0

Resources Available to Support the Goal `2`

- Guidance Counselors, Teachers, Math Coach, Literacy Coach, CRT, ESE School Specialists and all teachers. Program resources: MTSS procedure

Targeted Barriers to Achieving the Goal `3`

- Formalize and consistently implement MTSS meetings with appropriate documentation.

Plan to Monitor Progress Toward G3. `8`

Student achievement data, number of students found elgible for Exceptional Student services.

Person Responsible
Carol Peppers

Schedule
Quarterly, from 8/24/2015 to 6/8/2016

Evidence of Completion
Use of I-ready and I-stations as interventions and ESE elgibility

G4. At TEL there will be a safe environment, free of bullying, in order for student learning, personal and professional growth, and success for all students which will be closely monitored through our technology-based early warning system and positive behavior support systems. 1a

G071611

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	603.0
Attendance Below 90%	42.0
One or More Suspensions	48.0

Resources Available to Support the Goal 2

- Administration, Guidance Counselors, all teachers LCSB Bully Proofing Your School Initiative, PBS Initiative, FLPBS website and data, Discipline Data

Targeted Barriers to Achieving the Goal 3

- Inconsistent reinforcement and support which erodes high expectations.

Plan to Monitor Progress Toward G4. 8

Review of Discipline incidents, MTSS meeting agendas will indicate the culture and level of school environment

Person Responsible
Donna Short

Schedule
Monthly, from 8/19/2015 to 6/8/2016

Evidence of Completion
Discipline incidents, MTSS meeting agendas

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 Tavares Elementary, we will create, monitor and support consistent and high quality common planning and collaboration opportunities for all teachers to ensure academic rigor in all content areas to improve student achievement. 1

G071608

G1.B1 Consistently, implement and monitor common planning and PLC collaboration with fidelity 2

B186657

G1.B1.S1 Create a schedule which designates collaborative opportunities for all teachers with targeted goals for PLC time and use 4

S198070

Strategy Rationale

If our schedule reflects targeted goals for our PLC time and use, then teachers meeting collaboratively are able to apply best practices and to create effective lessons across grade levels, across curriculum resulting in increased student achievement.

Action Step 1 5

PLC Weekly Planning Process:
• Teachers utilize blueprints to review upcoming standards and prepare to share resources
• GLC leads PLC: Team utilizes team connector and collaborates to create learning plan including HOT questions, specific strategies and behaviors
• Complete planning process and differentiation (GLC post lesson plan in share folder for leadership review)
• Leadership meets with teams to review data; collaboratively reviews learning plans and provides feedback
• Teachers utilize feedback from PLC and finalizes learning plans
• Side-by-Side Coaching

Person Responsible

Durenda McKinney

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Monitoring CWT data to show transfer from PLC to instruction • Leadership attendance • Agendas/Minutes • Creation of Anchor Charts Agendas/minutes, I-ready, I-station, Write Score and Achieves data

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

Monitoring CWT data to show transfer from PLC to instruction
Leadership attendance
Agendas/Minutes
TEAM observation

Person Responsible

Judith Ann Le Moyne

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

CWT data trends, agendas and minutes

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

The consistent implementation of PLC use and time will be monitored through student performance.

Person Responsible

Elizabeth Mayo

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Evidence of Completion

CWT data trends, progress monitoring (I-ready/I-station), student samples, and minutes/ agendas and TEAM observation

G2. At Tavares Elementary we will use standards based instruction with high-yield strategies through our Professional Learning Communities to improve student achievement in the areas of Reading, Writing, Math and Science. 1

G071609

G2.B1 Consistently, implement high-yield strategies and PLC with fidelity. 2

B186659

G2.B1.S1 Create a schedule with targeted goals for PLC time and use. 4

S198071

Strategy Rationale

If our schedule reflects targeted goals for our PLC time and use, then teachers meeting collaboratively are able to apply best practices and to create effective lessons across grade levels resulting in increased student achievement.

Action Step 1 5

PLC Weekly Planning Process:
• Teachers utilize blueprints to review upcoming standards and prepare to share resources
• GLC leads PLC: Team utilizes team connector and collaborates to create learning plan including HOT questions, specific strategies and behaviors
• Complete planning process and differentiation (GLC post lesson plan in share folder for leadership review)
• Leadership meets with teams to review data; collaboratively reviews learning plans and provides feedback
• Teachers utilize feedback from PLC and finalizes learning plans
• Side-by-Side Coaching

Person Responsible

Durenda McKinney

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

• Monitoring CWT data to show transfer from PLC to instruction • Leadership attendance • Agendas/Minutes • Creation of Anchor Charts

Action Step 2 `5`

Increase awareness and use of high-yield instructional strategies

Person Responsible

Durenda McKinney

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

CWT, TEAM observation and attendance at Professional Development

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

Monitoring CWT data to show transfer from PLC to instruction
Leadership attendance
Agendas/Minutes
TEAM observation

Person Responsible

Durenda McKinney

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

CWT data trends, agendas and minutes

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

The effectiveness will be monitored through the transfer of strategies to instruction and student achievement data.

Person Responsible

Durenda McKinney

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

CWT data trends, progress monitoring (I-ready/I-station), student samples, and minutes/ agendas and TEAM observation

G2.B2 Consistently, implement science across all grade levels with fidelity. `2`

`B186660`

G2.B2.S1 Emphasis on science instruction in both scheduling and teacher awareness will ensure standards are taught more thoroughly. `4`

`S198072`

Strategy Rationale

If we create an emphasis on Science in both scheduling and teacher awareness at all grades levels with more thorough lesson development then when the Science standards are assessed in the fifth grade using FCAT 2.0 science students will score higher.

Action Step 1 `5`

The master schedule will reflect science instruction at all grade levels.

Person Responsible

Durenda McKinney

Schedule

On 8/24/2015

Evidence of Completion

Master Schedule

Action Step 2 `5`

Adopt and implement Science Boot Camp Curriculum and the 5 E format for grades 3-5

Person Responsible

Carol Peppers

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Classroom Walkthrough, Lesson Plan inspection and ACHIEVES data

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

CWT data, ACHIEVES data

Person Responsible

Carol Peppers

Schedule

Biweekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

Science Boot Camp assessment data, CWT data

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

Effectiveness will be monitored through PLC discussions, CWT and disaggregation of data

Person Responsible

Carol Peppers

Schedule

Weekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

Lesson plans, CWT and assessment data

G2.B3 Inconsistent use of Marzano high-yield strategies 2

B186661

G2.B3.S1 Use of research based instructional strategies will increase student achievement. 4

S198073

Strategy Rationale

If teachers are provided professional development in the use of Marzano instructional strategies, then during PLC meeting times they will connect the strategies to improving their lesson plan development and delivery thereby increasing student achievement.

Action Step 1 5

Develop professional development targeting instructional strategies.

Person Responsible

Carol Peppers

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Attendance at professional development, TEAM observation and CWT

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor attendance at Professional Development, CWT

Person Responsible

Durenda McKinney

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

CWT data and feedback to staff

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Through CWT and TEAM observation ensure improved consistency in the use of Marzano strategies.

Person Responsible

Carol Peppers

Schedule

Monthly, from 9/8/2015 to 9/8/2016

Evidence of Completion

CWT data and feedback to staff

G3. At Tavares Elementary we will implement the Multi-tiered System of Support with fidelity to provide a systems of support for all students. `1`

🔑 G071610

G3.B1 Formalize and consistently implement MTSS meetings with appropriate documentation. `2`

🔑 B186662

G3.B1.S1 Develop a systemic approach to address struggling students either academically or behaviorally. `4`

🔑 S198074

Strategy Rationale

If students are systematically Identified as students who need additional support in academics or behavior with consistent implementation of interventions, student academics should improve and behavior incidents decrease.

Action Step 1 `5`

Communicate clear expectations and provide teachers non-negotiable protocols of school-wide MTSS system during pre-planning, 2015

Person Responsible

Durenda McKinney

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Attendance at meetings, MTSS schedules, Fidelity reports, Student progress monitoring

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

Monitor meeting scheduling and attendance

Person Responsible

Durenda McKinney

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Attendance at meetings, schedules, fidelity reports

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

The MTSS system will be monitored for effectiveness through consistent attendance/scheduling with parents and teachers.

Person Responsible

Durenda McKinney

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Guidance reports

G4. At TEL there will be a safe environment, free of bullying, in order for student learning, personal and professional growth, and success for all students which will be closely monitored through our technology-based early warning system and positive behavior support systems. 1

G071611

G4.B1 Inconsistent reinforcement and support which erodes high expectations. 2

B186663

G4.B1.S1 Bully Proofing Your School training and Positive Behavior Support Program implementation training of all staff. 4

S198075

Strategy Rationale

If staff receive more training in regards to bullying signs and effective strategies then we should create a safer school community and positive learning environment.

Action Step 1 5

Develop a school-wide systems approach, Positive Behavior Support (PBS), to behavior management throughout the school. Develop student/staff incentives for success of behaviors.

Person Responsible

Carol Peppers

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Implementation timelines followed; activities and responsibilities established; resources aligned; professional development prioritized, developed, and implemented.

Action Step 2 5

PBS Team meetings

Person Responsible

Carol Peppers

Schedule

Monthly, from 9/8/2015 to 9/8/2015

Evidence of Completion

Agendas

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

Implementation review- identify if timelines and objectives have been met.

Person Responsible

Carol Peppers

Schedule

Weekly, from 8/19/2015 to 6/8/2016

Evidence of Completion

Classroom walkthroughs; monthly analysis of student data; decrease of discipline referrals; increase in use of incentive rewards program for PBS participation.

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

Monthly analysis of student data and school-wide trends.

Person Responsible

Carol Peppers

Schedule

Weekly, from 8/19/2015 to 6/8/2016

Evidence of Completion

Internal fidelity check and self monitoring, committee monitoring across the grade levels. Decrease in referrals as well as decrease in the number of students referred to MTSS for behavioral issues. Data sources include FL PBS, Skyward discipline data, as well as MTSS current behavioral data.

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	PLC Weekly Planning Process: • Teachers utilize blueprints to review upcoming standards and prepare to share resources • GLC leads PLC: Team utilizes team connector and collaborates to create learning plan including HOT questions, specific strategies and behaviors • Complete planning process and differentiation (GLC post lesson plan in share folder	McKinney, Durenda	8/24/2015	Monitoring CWT data to show transfer from PLC to instruction • Leadership attendance • Agendas/Minutes • Creation of Anchor Charts Agendas/ minutes, I-ready, I-station, Write Score and Achieves data	6/8/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	for leadership review) • Leadership meets with teams to review data; collaboratively reviews learning plans and provides feedback • Teachers utilize feedback from PLC and finalizes learning plans • Side-by-Side Coaching				
G2.B1.S1.A1	PLC Weekly Planning Process: • Teachers utilize blueprints to review upcoming standards and prepare to share resources • GLC leads PLC: Team utilizes team connector and collaborates to create learning plan including HOT questions, specific strategies and behaviors • Complete planning process and differentiation (GLC post lesson plan in share folder for leadership review) • Leadership meets with teams to review data; collaboratively reviews learning plans and provides feedback • Teachers utilize feedback from PLC and finalizes learning plans • Side-by-Side Coaching	McKinney, Durenda	8/24/2015	• Monitoring CWT data to show transfer from PLC to instruction • Leadership attendance • Agendas/Minutes • Creation of Anchor Charts	6/8/2016 daily
G2.B2.S1.A1	The master schedule will reflect science instruction at all grade levels.	McKinney, Durenda	8/24/2015	Master Schedule	8/24/2015 one-time
G2.B3.S1.A1	Develop professional development targeting instructional strategies.	Peppers, Carol	8/24/2015	Attendance at professional development, TEAM observation and CWT	6/8/2016 monthly
G3.B1.S1.A1	Communicate clear expectations and provide teachers non-negotiable protocols of school-wide MTSS system during pre-planning, 2015	McKinney, Durenda	8/24/2015	Attendance at meetings, MTSS schedules, Fidelity reports, Student progress monitoring	6/8/2016 monthly
G4.B1.S1.A1	Develop a school-wide systems approach, Positive Behavior Support (PBS), to behavior management throughout the school. Develop student/ staff incentives for success of behaviors.	Peppers, Carol	8/24/2015	Implementation timelines followed; activities and responsibilities established; resources aligned; professional development prioritized, developed, and implemented.	6/8/2016 daily
G2.B1.S1.A2	Increase awareness and use of high-yield instructional strategies	McKinney, Durenda	8/24/2015	CWT, TEAM observation and attendance at Professional Development	6/8/2016 weekly
G2.B2.S1.A2	Adopt and implement Science Boot Camp Curriculum and the 5 E format for grades 3-5	Peppers, Carol	8/24/2015	Classroom Walkthrough, Lesson Plan inspection and ACHIEVES data	6/8/2016 biweekly
G4.B1.S1.A2	PBS Team meetings	Peppers, Carol	9/8/2015	Agendas	9/8/2015 monthly
G1.MA1	Student achievement data will support the use of professional learning communities.	McKinney, Durenda	8/24/2015	Agendas/minutes, I-ready, I-station, Write Score and FCAT Science data.	6/8/2016 monthly
G1.B1.S1.MA1	The consistent implementation of PLC use and time will be monitored through student performance.	Mayo, Elizabeth	8/24/2015	CWT data trends, progress monitoring (I-ready/I-station), student samples, and minutes/agendas and TEAM observation	6/8/2016 quarterly
G1.B1.S1.MA1	Monitoring CWT data to show transfer from PLC to instruction Leadership attendance Agendas/Minutes TEAM observation	Le Moyne, Judith Ann	8/24/2015	CWT data trends, agendas and minutes	6/8/2016 monthly
G2.MA1	Student achievement data will support the use of professional learning communities and high yield strategies.	McKinney, Durenda	8/24/2015	Agendas/minutes, I-ready, I-station, write score	6/8/2016 monthly
G2.B1.S1.MA1	The effectiveness will be monitored through the transfer of strategies to	McKinney, Durenda	8/24/2015	CWT data trends, progress monitoring (I-ready/I-station), student samples, and	6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instruction and student achievement data.			minutes/agendas and TEAM observation	
G2.B1.S1.MA1	Monitoring CWT data to show transfer from PLC to instruction Leadership attendance Agendas/Minutes TEAM observation	McKinney, Durenda	8/24/2015	CWT data trends, agendas and minutes	6/8/2016 weekly
G2.B2.S1.MA1	Effectiveness will be monitored through PLC discussions, CWT and disaggregation of data	Peppers, Carol	9/21/2015	Lesson plans, CWT and assessment data	6/8/2016 weekly
G2.B2.S1.MA1	CWT data, ACHIEVES data	Peppers, Carol	9/21/2015	Science Boot Camp assessment data, CWT data	6/8/2016 biweekly
G2.B3.S1.MA1	Through CWT and TEAM observation ensure improved consistency in the use of Marzano strategies.	Peppers, Carol	9/8/2015	CWT data and feedback to staff	9/8/2016 monthly
G2.B3.S1.MA1	Monitor attendance at Professional Development, CWT	McKinney, Durenda	8/24/2015	CWT data and feedback to staff	6/8/2016 weekly
G3.MA1	Student achievement data, number of students found elgible for Exceptional Student services.	Peppers, Carol	8/24/2015	Use of I-ready and I-stations as interventions and ESE elgibility	6/8/2016 quarterly
G3.B1.S1.MA1	The MTSS system will be monitored for effectiveness through consistent attendance/scheduling with parents and teachers.	McKinney, Durenda	8/24/2015	Guidance reports	6/8/2016 monthly
G3.B1.S1.MA1	Monitor meeting scheduling and attendance	McKinney, Durenda	8/24/2015	Attendance at meetings, schedules, fidelity reports	6/8/2016 monthly
G4.MA1	Review of Discipline incidents, MTSS meeting agendas will indicate the culture and level of school environment	Short, Donna	8/19/2015	Discipline incidents, MTSS meeting agendas	6/8/2016 monthly
G4.B1.S1.MA1	Monthly analysis of student data and school-wide trends.	Peppers, Carol	8/19/2015	Internal fidelity check and self monitoring, committee monitoring across the grade levels. Decrease in referrals as well as decrease in the number of students referred to MTSS for behavioral issues. Data sources include FL PBS, Skyward discipline data, as well as MTSS current behavioral data.	6/8/2016 weekly
G4.B1.S1.MA1	Implementation review- identify if timelines and objectives have been met.	Peppers, Carol	8/19/2015	Classroom walkthroughs; monthly analysis of student data; decrease of discipline referrals; increase in use of incentive rewards program for PBS participation.	6/8/2016 weekly

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.

G2. At Tavares Elementary we will use standards based instruction with high-yield strategies through our Professional Learning Communities to improve student achievement in the areas of Reading, Writing, Math and Science.

G2.B1 Consistently, implement high-yield strategies and PLC with fidelity.

G2.B1.S1 Create a schedule with targeted goals for PLC time and use.

PD Opportunity 1

Increase awareness and use of high-yield instructional strategies

Facilitator

Durenda McKinney

Participants

Teachers

Schedule

Weekly, from 8/24/2015 to 6/8/2016

G2.B3 Inconsistent use of Marzano high-yield strategies

G2.B3.S1 Use of research based instructional strategies will increase student achievement.

PD Opportunity 1

Develop professional development targeting instructional strategies.

Facilitator

Carol Peppers

Participants

Teachers

Schedule

Monthly, from 8/24/2015 to 6/8/2016

G3. At Tavares Elementary we will implement the Multi-tiered System of Support with fidelity to provide a systems of support for all students.

G3.B1 Formalize and consistently implement MTSS meetings with appropriate documentation.

G3.B1.S1 Develop a systemic approach to address struggling students either academically or behaviorally.

PD Opportunity 1

Communicate clear expectations and provide teachers non-negotiable protocols of school-wide MTSS system during pre-planning, 2015

Facilitator

Administration

Participants

Classroom teachers

Schedule

Monthly, from 8/24/2015 to 6/8/2016

G4. At TEL there will be a safe environment, free of bullying, in order for student learning, personal and professional growth, and success for all students which will be closely monitored through our technology-based early warning system and positive behavior support systems.

G4.B1 Inconsistent reinforcement and support which erodes high expectations.

G4.B1.S1 Bully Proofing Your School training and Positive Behavior Support Program implementation training of all staff.

PD Opportunity 1

Develop a school-wide systems approach, Positive Behavior Support (PBS), to behavior management throughout the school. Develop student/staff incentives for success of behaviors.

Facilitator

Safety/PBS Team, Guidance Committee, Guidance Counselors, School Psychologist, Administration

Participants

Safety/PBS Committee, Classroom Teachers, All Classified Employees, Guidance Counselor, Social Worker, School Psychologist, Family/School Liaison, Administration

Schedule

Daily, from 8/24/2015 to 6/8/2016

PD Opportunity 2

PBS Team meetings

Facilitator

Carol Peppers

Participants

PBS Committee consisting of grade level personnel.

Schedule

Monthly, from 9/8/2015 to 9/8/2015

Technical Assistance Items

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

G1. At Tavares Elementary, we will create, monitor and support consistent and high quality common planning and collaboration opportunities for all teachers to ensure academic rigor in all content areas to improve student achievement.

G1.B1 Consistently, implement and monitor common planning and PLC collaboration with fidelity

G1.B1.S1 Create a schedule which designates collaborative opportunities for all teachers with targeted goals for PLC time and use

PD Opportunity 1

PLC Weekly Planning Process: • Teachers utilize blueprints to review upcoming standards and prepare to share resources • GLC leads PLC: Team utilizes team connector and collaborates to create learning plan including HOT questions, specific strategies and behaviors • Complete planning process and differentiation (GLC post lesson plan in share folder for leadership review) • Leadership meets with teams to review data; collaboratively reviews learning plans and provides feedback • Teachers utilize feedback from PLC and finalizes learning plans • Side-by-Side Coaching

Facilitator

Leadership Team

Participants

All Classroom teachers

Schedule

Monthly, from 8/24/2015 to 6/8/2016

G2. At Tavares Elementary we will use standards based instruction with high-yield strategies through our Professional Learning Communities to improve student achievement in the areas of Reading, Writing, Math and Science.

G2.B1 Consistently, implement high-yield strategies and PLC with fidelity.

G2.B1.S1 Create a schedule with targeted goals for PLC time and use.

PD Opportunity 1

PLC Weekly Planning Process: • Teachers utilize blueprints to review upcoming standards and prepare to share resources • GLC leads PLC: Team utilizes team connector and collaborates to create learning plan including HOT questions, specific strategies and behaviors • Complete planning process and differentiation (GLC post lesson plan in share folder for leadership review) • Leadership meets with teams to review data; collaboratively reviews learning plans and provides feedback • Teachers utilize feedback from PLC and finalizes learning plans • Side-by-Side Coaching

Facilitator

Leadership Team

Participants

Classroom Teachers

Schedule

Daily, from 8/24/2015 to 6/8/2016

G2.B2 Consistently, implement science across all grade levels with fidelity.

G2.B2.S1 Emphasis on science instruction in both scheduling and teacher awareness will ensure standards are taught more thoroughly.

PD Opportunity 1

The master schedule will reflect science instruction at all grade levels.

Facilitator

Durenda McKinney

Participants

Teachers

Schedule

On 8/24/2015

PD Opportunity 2

Adopt and implement Science Boot Camp Curriculum and the 5 E format for grades 3-5

Facilitator

Carol Peppers

Participants

Teachers Grades 3-5

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Budget			

		Budget Data	
1	G1.B1.S1.A1	**PLC Weekly Planning Process:** • Teachers utilize blueprints to review upcoming standards and prepare to share resources • GLC leads PLC: Team utilizes team connector and collaborates to create learning plan including HOT questions, specific strategies and behaviors • Complete planning process and differentiation (GLC post lesson plan in share folder for leadership review) • Leadership meets with teams to review data; collaboratively reviews learning plans and provides feedback • Teachers utilize feedback from PLC and finalizes learning plans • Side-by-Side Coaching	$0.00
2	G2.B1.S1.A1	**PLC Weekly Planning Process:** • Teachers utilize blueprints to review upcoming standards and prepare to share resources • GLC leads PLC: Team utilizes team connector and collaborates to create learning plan including HOT questions, specific strategies and behaviors • Complete planning process and differentiation (GLC post lesson plan in share folder for leadership review) • Leadership meets with teams to review data; collaboratively reviews learning plans and provides feedback • Teachers utilize feedback from PLC and finalizes learning plans • Side-by-Side Coaching	$4,404.64

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	750000-STATE FINANCIAL ASSISTANCE	0551 - Tavares Elementary School	General Fund		$4,404.64
			Notes: *Providing substitute teachers allowing for collaboration between teachers.*			

3	G2.B1.S1.A2	**Increase awareness and use of high-yield instructional strategies**	$0.00
4	G2.B2.S1.A1	**The master schedule will reflect science instruction at all grade levels.**	$0.00
5	G2.B2.S1.A2	**Adopt and implement Science Boot Camp Curriculum and the 5 E format for grades 3-5**	$0.00
6	G2.B3.S1.A1	**Develop professional development targeting instructional strategies.**	$0.00

Budget Data

7	G3.B1.S1.A1	Communicate clear expectations and provide teachers non-negotiable protocols of school-wide MTSS system during pre-planning, 2015	$0.00
8	G4.B1.S1.A1	Develop a school-wide systems approach, Positive Behavior Support (PBS), to behavior management throughout the school. Develop student/staff incentives for success of behaviors.	$0.00
9	G4.B1.S1.A2	PBS Team meetings	$0.00
		Total:	$4,404.64