

Orange County Public Schools

Three Points Elementary



2015-16 School Improvement Plan

Three Points Elementary

4001 S GOLDENROD RD, Orlando, FL 32822

www.ocps.net/lc/southeast/eth

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	83%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	89%

School Grades History

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

*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 Orange 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
Not In DA	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

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

When a student registers at Three Points our registrar and front desk clerk inquire about a child's specific needs such as medical requirements, social needs, educational needs, family needs or cultural background. This information is then passed to the appropriate person that can best help (ie. School Nurse, Social Worker, Guidance Counselor, ESE Staffing or ESOL CT).

The relationship between students and teachers is nurtured through the use of regular class meetings. This time gives students time to be heard and listen to their peers with the guidance of the teacher. It makes students feel that their voices and opinions are valued. This is monitored by our Guidance Counselor through monthly class meeting logs that are required to be turned in.

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

This is accomplished through a multi-faceted approach. First, selected staff members are required to have a supervisory duty post before and after school to ensure that students are safe and following our rules and procedures. Secondly, each nine weeks students are given a presentation that highlights the Orange County Public School's Code of Student Conduct. This way they are aware of the rules and the consequences for choosing not to follow them. They are also told during this presentation how to report and react to bullying or harassment situations. In addition to the above two strategies we employ a comprehensive guidance program in which our Guidance Counselor delivers lessons in classroom on a variety of topics that help our students make the right choices.

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

Three Points Elementary employs the Positive Behavior Support (PBS) system. Through this system students are taught our school-wide expectations and what they look like, when being followed. Our PAWS Expectations are: Students are Responsible, Always Respectful, Work Hard and Show Self-Control. A large component of the PBS philosophy is that students are rewarded when following these expectations. Our students receive "PAW Bucks" that are collected throughout the nine weeks and then they are allowed to shop in our school reward store. There's also a teaching component that is important for our students. If a student receives a Behavior Tracking Form, basically a written warning of inappropriate behavior, the adult issuing it goes through some questions with the student to help them learn what they could do next time they are faced with this same choice in the future.

The Dean and administrative team provide training and guidance to staff members on implementation of the PBS system.

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

Through our comprehensive guidance program and the "Change Starts With Me" character development program the entire student body is taught, via our Guidance Counselor, academic and social emotional skills. Students who are identified as needing more individualized support the Guidance Counselor provides small group and individualized services. If the need for individualized counseling is long-term a SEDNET Referral will be initiated. The school also works closely with our Social Worker to assist families in crisis or transition to get information about services that might be available to them. This year through our United Way Vista Volunteer Coordinator students in need are being paired up with mentors that will meet with them once per week to give them academic and social supports.

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

- * Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- * One or more suspensions, whether in school or out of school
- * Course failure in English Language Arts or mathematics
- * A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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
	1	2	3	4	5	
Attendance below 90 percent	36	35	37	24	22	154
One or more suspensions	4	0	8	1	6	19
Course failure in ELA or Math	0	15	100	103	90	308
Level 1 on statewide assessment	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
	1	2	3	4	5	
Students exhibiting two or more indicators	8	15	29	18	20	90

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

Attendance Rate Below 90%:

- Weekly monitoring by Social Worker and Attendance Clerk of students who are not meeting

attendance guidelines.

- Phone calls by the AP and Social Worker to parents of students who are showing a negative attendance pattern but not breaking the attendance guideline.
- An attendance recognition will be instituted to recognize and reward classes and individual students for having positive attendance.

Number of Students w/ 1 or More Suspensions:

- Quarterly Code of Conduct reviews with all grade levels. Newly registered students will be scheduled by the Dean for the review within two weeks of enrollment.
- Guidance Counselor will continue to conduct Guidance lessons in classrooms that support the Florida Guidance Standards. She will also focus on the "Change Starts With Me" character traits in her lessons.
- Teachers will conduct class meetings weekly and utilize the "Learning for Life" lessons and provide materials to spark meaningful conversations with students about positive choices, self-control, etc.
- Administrative team members have "adopted" a 2nd grade student to encourage them to make good choices and follow class and school rules. This grade level was chosen because as 1st graders this group of students generated the most referrals and suspensions in the school.

Number of Students Earning an F in ELA or Math Courses:

- Targeted Reading and Math intervention provided each day. Math intervention was just added this school year.
- Continue to utilize the MTSS process for scholars who are struggling or not performing at proficiency levels. The MTSS coach meets with grade levels and individual teachers as needed to give support and guidance on the process.
- The MTSS coach will ensure that new teachers and teachers new to Three Points are trained and coached on the MTSS process as it is implemented at Three Points. This will ensure that struggling students are identified and intervention strategies are tracked and monitored regularly.

Number of Students Earning Level 1 on ELA or Math Assessment (FCAT):

- Provide Reading and Math tutoring for those students who scored at Level 1 on the 2014 FCAT.
 - Targeted Reading and Math intervention is provided each day. Math intervention was just added this school year.
 - Continue to utilize the MTSS process for scholars who are struggling or not performing at proficiency. The MTSS coach meets with grade levels and individual teachers, as needed, to give support and guidance on the process.
 - The MTSS coach will ensure that new teachers and teachers new to Three Points are trained and coached on the MTSS process as it is implemented at Three Points.
- * Parents will be involved through regular parent conferences or other communication vehicles (ie. planner, phone calls) of their child's progress.

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/196759>.

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

Three Points Elementary fosters positive relationships with business partners and faith based partners alike. Our Partners in Education coordinator completed a needs assessment which is shared with organizations interested in becoming a partner with the school. The business/organization and the school sign the Partners in Education agreement wherein each party commits to specific actions that are mutually beneficial to both organizations.

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
McCants, Traci	Instructional Coach
Abrew, Jessica	Principal
Muse, Alyson	Assistant Principal
Contreras, Raquel	Guidance Counselor
Cruz Reyes, Frances	Instructional Coach
Otero, Joyce	Instructional Coach
Rowden, Sean	Dean
Smith, Kay	Other
Seda Cruz, Luz	Other
Thomas, Nichelle	Instructional Coach
Jackson, LaTeisha	Other
Bryant, Kelly	Instructional Coach

Duties

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

Three Points Elementary School's Student Success Team Members work as a professional learning community in which each member contributes to the MTSS process. These members consist of:

- Jessica Abrew, Principal - monitor implementation of the MTSS process at weekly student support meetings
- Alyson Muse, Assistant Principal - expert contributor
- Nichelle Thomas, Curriculum Resource Teacher - expert contributor for curriculum standards, data analysis and professional development trainer
- Nicole Rice, MTSS / RtI-b Coach - meeting organizer, note taker, data analyst and professional development trainer
- Kay Smith, Staffing Specialist - expert contributor and schedule EPT meetings as needed
- Raquel Contreras, Guidance Counselor - expert contributor, schedules 504 meetings as needed, Tier 3 interventionist for RtI-b.
- Kelly Bryant, Reading Coach - expert contributor, Tier 3 interventionist for Reading
- Traci McCants, Math Coach - expert contributor, Tier 3 interventionist for Math
- Joyce Otero, Writing Coach - expert contributor, Tier 3 interventionist for Writing

- Frances Cruz-Reyes, Science Coach - expert contributor for Science
- Luz Seda, ESOL CT- expert contributor, Tier 3 interventionist for Reading
- LaTeisha Jackson, Behavior Specialist -expert contributor, Tier 3 interventionist for Rtl-b
- Sean Rowden, Dean - expert contributor, Tier 3 interventionist for Rtl-b
- Brittany Brown, School Psychologist which is our data analyst and expert contributor

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

Our Multi-Tiered Support System provides students with differentiated instruction by their classroom teacher and/ or instructional coaches. Our core curriculum for reading is Journeys and for math GoMath!. At the beginning of each school year the MTSS Coach will conduct initial MTSS meetings with the teachers who are receiving students who have begun the MTSS process during the previous school year. At this meeting the MTSS Coach will provide: graphed data, data snapshot, tier, intervention, and progress monitoring tool based on the prior year's information. Classroom teachers will be responsible for continuing the process. In addition, at the beginning of each school year, each teacher is responsible for administering beginning of the year assessments (Curriculum-based Measurements and Diagnostic Measures). Once the assessments are completed, the teacher will need to complete a data snapshot for each student and update it throughout the school year. The teacher will then identify students who are below grade level. Students who fall under any of the following groups must become part of the MTSS immediately and the teacher must begin implementing and monitoring Tier 2 and/or 3 interventions immediately. These students are in any of these categories: performing below grade level in reading and/or math, current retention year, 504 plan for reading or behavioral difficulties, Level 1 or 2 on FCAT reading or math, students in the bottom 25% for their assigned grade level, and those students identified as the bottom 25% for prior year FCAT performance in reading and/or math. After the area of concern has been identified the classroom teacher will then determine the problem as defined (Problem=Expected-Observed). Next, the rate of progress will be determined. Implementation of the appropriate research based intervention(s) will be based on beginning of the school year data. Teachers will consistently progress monitor the skill. If student is making appropriate progress at an acceptable rate interventions will continue. If the student is not making appropriate progress at an acceptable rate for at least three weeks, the teacher will meet with their grade level PLC to review data for specific interventions. Next, the teacher will implement a new intervention and note the instructional change onto the OCPS Rtl District Graphing Template by inserting an instructional change line. If the student is making appropriate progress at an acceptable rate based on progress monitoring data that is graphed and is not more than 3 months below grade level, classroom teacher will continue providing intervention and progress monitor the data. If the student is still not making rate of progress and is a year or more below grade level after progress monitoring the teacher will complete and submit the data collection form. Once data collection form is completed the MTSS Coach will schedule the MTSS meeting. Teacher will meet with the MTSS team. If the student progress is below the aim line for three data points and at least one instructional change line has been inserted the student needs to move to Tier 3. If the student is unsuccessful after 3 weeks of Tier 3 instruction another MTSS meeting will be scheduled and a member of the Student Success Team will begin implementing Tier 3 instruction. If the student is still unsuccessful the team will move toward screening, and or ESE program eligibility. The resources that are available to support Three Points Elementary's MTSS Tier 1, Tier 2, and Tier 3 instructions are funded through our State and Title I budget.

Our reading resources include:

Tier 1 - Journey's

Tier 2 - Journey's Strategic Interventions, Elements of Reading series, Voyager, i-Ready, Lexia, FCRR, FAIR tool kit, Great Leaps, Kaleidoscope and Soar to Success

Tier 3 - Triumphs, Journeys Tier 3 Literacy Toolkit

Our math resources include:

Tier 1 - Go Math!

Tier 2 - Go Math! Strategic Interventions Activity Guide, and i-Ready

Tier 3 - Go Math! Intensive Intervention Skill Packs Activity Guide and User Guide

Three Points Elementary will use Academic Tutoring Services (ATS) and Title I funds to support extended learning hours through tutoring focusing on Reading and Mathematics. Students are identified based on data. In grades 4 and 5, 2014 FCAT Reading /Math data will be used to target students needing support to become proficient. In third grade the FSA bottom quintile, Lexia and i-Ready Diagnostic Assessments will be used to target students needing support to become proficient. Students will be identified by the end of August 2014. Tutoring will support learning of the LAFS and MAFS in preparation for the FSA. These funds will also be utilized to fund a tutoring program for our students who speak very little English or are completely non-English speakers.

Three Points has achieved Provision 2 status for the 2015-2016 school year because 90% of our students qualify for Free and Reduced cost meals. All of our students will receive free breakfast and free lunch regardless of income.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jessica Abrew	Principal
Emily Moss	Business/Community
Beatriz Monzon-Aguirre	Parent
Kanisha Jones	Parent
Irma Rivera Senquiz	Parent
Jeniffer Camacho	Parent
Maria Ruiz	Parent
Wanda Lee Perez	Parent
Michael Herrera	Parent
Jesenia Roman	Parent
Sanel Diaz	Parent
Victor DeLeon	Parent
Erica Benticuaba	Parent
Maribel Rosario	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

The SAC met at their first meeting in September to review the goals from last year's SIP and hear a report from the Principal regarding whether they were met or not. The prior year's data was also reviewed and discussion was had regarding the new goals for the 2015-16 SIP

Development of this school improvement plan

The SAC heard information regarding the school budget, professional development plan, instructional materials/initiatives, staffing and student support services. The SAC will meet monthly and be given updates on the SIP and progress on the goals as well have a chance to ask questions and give input.

Preparation of the school's annual budget and plan

The school's academic needs were presented to the SAC in October for discussion and questions as well as the draft of the SIP goals for 2015-16 school year. The SAC was given the opportunity to give input and make suggestions in regards to proposed goals.

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

Because the amount of school improvement dollars allocated to Three Points were so limited, the funds were rolled over into this current year's budget.

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
Thomas, Nichelle	Instructional Coach
Otero, Joyce	Instructional Coach
Toliver, Whitney	Teacher, K-12
Smith, Robin	Instructional Media
Bryant, Kelly	Instructional Coach
Collins, Annetta	Teacher, K-12
Campos, Jessica	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Identify and implement school-wide, researched based-instructional practices that will enable 55% of our students to achieve a proficient score on the 2015 Florida Standards Assessment.

Identify and implement school-wide, researched based-instructional practices that will enable 76% of students to make learning gains in reading.

Identify and implement school-wide, researched based-instructional practices that will enable 86% of our lowest quartile students to make learning gains in reading.

Involve the whole school with activities that highlight reading, such as :

Barnes & Noble Family Reading Night

Curriculum Night (Sessions on reading)

Dr. Seuss Birthday

Coffee Club (reading, discussing, sharing, and implementing articles)

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

Grade level PLCs are supported in collaborative planning sessions by our instructional coaches. During these sessions standards are deconstructed to ensure that teachers are focused on the critical pieces of the standard, Marzano instructional strategies decided upon, formative assessment to drive instruction and ideas/best practices shared between colleagues. In addition, PLCs meet twice a month for data meetings to discuss and strategize how to re-teach and enrich a specific standard. This meeting is also guided by a PLC lead who is a member of the leadership team.

Teachers are also encouraged to recognize one another in a variety of ways. The principal has provided "recognition boxes" which contain cards that teachers can give to one another for peer-to-peer recognition.

*See the next section about the "Culture of Positivity".

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

Orange County Public Schools has an online system for advertising job vacancies called e-recruiting. Through e-recruiting, principals can review resumes of candidates that have applied to each position. Only candidates who have met certification requirements are selected for an interview. Interview questions are developed for each available position. During the interview, we share with candidates the features of our school including demographics and school data. The Principal and Assistant Principal are responsible for this piece.

Our Instructional Coach, Principal and Assistant Principal are responsible for retention of highly qualified, certified-in-field, effective teachers. The Instructional Coach develops a professional development plan based on students achievement data and teacher need. The Instructional Coach also develops a plan for mentoring new teachers to the profession as well as teachers who are new to the school.

Professional development and support are tiered for the teachers depending on their needs. The Principal and Assistant Principal monitor the effectiveness of the professional development plan and teacher support plans by checking lesson plans as well as conducting classroom walkthroughs.

The Principal has established and fostered a culture of positivism and excellence. The Principal based these initiatives on the works of author and speaker Jon Gordon. The two books that have been shared with the staff are: "The Energy Bus: 10 Rules to Fuel Your Life, Work, and Team With Positive Energy" and "Training Camp: What the Best Do Better Than Everyone Else." This year a third book was shared with the staff, "The Positive Dog: A Story About the Power of Positivity". All new staff members were given the first two books so that they gained an understanding of the background of our positivity journey. The Principal conducted a book talk during pre-planning on each of these books and Jon Gordon spoke to our teachers about his two books. Focusing on how to have a positive attitude and how to do excellent work each day helps us retain our teachers. We celebrate the success of our teachers via two recognition programs. One program allows teachers or administrators to recognize positive behavior at a monthly faculty meetings via the "Energy Bus" awards. We have 7 toy school buses that are passed from staff member to staff member to recognize someone who has done something positive or exhibited positive attitudes. The other recognition program is called "Excellence Whistles." The staff can give each other an "Excellence Whistle" when someone has shared an instructional strategy that is research-based or a best practice. The staff really enjoys passing on and receiving the "Energy Buses" and "Excellence Whistles." The Principal monitors these two strategies by conducting a staff climate survey in the middle of the year.

Expectations for professional responsibilities and behaviors are clearly outlined at the beginning of the year. We develop four documents that outline our expectations. With clearly defined expectations laid out at the beginning of the year, teachers are able to put forth excellence daily. We have one document that outlines daily tasks teachers should perform called the "Three Points Daily Dozen." This document

reminds staff members of the tasks and responsibilities they have to do daily. The second document is the "Tight and Loose" document. This document outlines the systems and expectations that are tight in regards to lesson planning and PLC systems and which areas the teachers have flexibility on. The other two documents are our "Instructional Handbook for Instructional Excellence," which includes our expectations for the instructional practices that we should be seeing in the classroom, and our "Multi-Tiered System of Support (MTSS) Manual,". The focus on excellence is monitored by the Principal and Assistant Principal by reviewing lesson plans, conducting classroom walkthroughs, and meeting weekly with the MTSS Coach, CRT, Math Coach and Literacy Coach and reviewing the teacher data they provide.

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

The Three Points Mentoring Program/Plan follows the Orange County Public Schools (OCPS) plan. OCPS conducts a two year mentoring program for beginning teachers. Beginning Teachers are identified as teachers with less than one year of teaching experience. During year one, the beginning teacher completes an online course and Beginning Teacher Portfolio focusing on differentiated instruction, classroom management, diversity, and Code of Ethics coursework. The Beginning Teacher Portfolio must be completed during the first year of teaching. Year two of the teacher mentoring program involves an additional online course as well with feedback from an instructional coach. The mentors are teachers who have completed more than three successful years of teaching experience and identified as a Clinical Educator. All Clinical Educators have completed the Clinical Educator course work as prescribed by the district guidelines.

Mentors and beginning teachers are purposely paired based on their instructional assignment and the mentor's willingness to collaborate with a peer teacher on portfolio topics and instructional best practices. Mentoring activities begin during pre-planning and continue throughout the school year. Every 6 weeks, beginning teachers meet to participate in meetings specifically designed for this professional learning community. Some of the mentoring agenda topics for this year are: Marzano Framework Learning Map - DQ 2, 3, 4; MTSS/Rtl; Peer Observation with detailed modeling and coaching; and Code of Ethics' review. The mentor may attend the Beginning Teacher meetings. Beginning Teachers will keep a communication log to support their growth and use as a reflective resource to support their continuous growth.

The listing of Three Points Mentors and Beginning and/or Protege Teachers for 2015-16 school year are:
Teacher / Mentor

Archer, Ashley / DiBiasio, Kim
Crum, Amanda / Sanchez, Michelle
Hughes, Sara / Thomas, Nichelle
Peters, Lisa / Smith, Robin
Robillard, Kristen / Campos, Jessica
Russo, Elizabeth / Seda, Luz
Toliver, Whitney / Smith, Kay
McKay, Andre / Otero, Joyce
Garrigas, Lisa / Sanchez, Michelle
Grant, Rachel / DiBiasio, Kim
Johnson, Amber / Owen, Susan
Bryan, Jessica / McCants, Traci
Harms, David / Bryant, Kelly

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

Data is analyzed at the student, class, grade and school levels. Teachers analyze individual and class data to make decisions on student grouping, small group (differentiated) lessons and re-teaching/enrichment. In grade level PLC groups teachers look at common formative assessments as well as individual standards to make grade level decisions regarding lesson planning, pacing and re-teaching or enrichment of specific skills and standards. This occurs every other Monday during data meetings led by the principal and assistant principal.

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: 4,320

Title I funds are utilized to provide students with after school tutoring in Reading and Math.

Strategy Rationale

Struggling students will benefit from additional "time on task" as well as additional instruction on the standards being taught in their class. On Mondays, Tuesdays, and Thursdays our students will receive additional instruction on the standards that are being taught during the regular school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Thomas, Nichelle, nichelle.thomas@ocps.net

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

To determine effectiveness we will monitor the students' scores on the teacher created common assessments administered in the classroom during the school day. The results of these assessments will also be used to determine if any adjustments need to be made to the delivery or content of the tutoring curriculum.

Strategy: Weekend Program

Minutes added to school year: 1,950

Title I funds are utilized to provide students with Saturday tutoring.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Pre and post assessments from the chosen program are used as well as FCAT and FAIR to determine effectiveness. The OCPS Benchmark data is also analyzed to determine if any adjustments need to be made to the delivery or content of the tutoring curriculum.

Strategy: After School Program

Minutes added to school year: 1,500

5th grade students who scored at Levels 4 and 5 on the 2014 FCAT will be invited to participate in an after school Math club.

Strategy Rationale

By participating in a rigorous and challenging program it will help these students to maintain or increase their math scores on the state assessment.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

McCants, Traci, traci.mccants@ocps.net

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

Invitations will be based on prior year FCAT scores, and OCPS Benchmark assessments will be used to monitor effectiveness.

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

Three Points offers a full day VPK program with a certified teacher and paraprofessional serving 20 students. The program is 1/2 day VPK and 1/2 day funded through Title I funds. Incoming Kindergarten students are provided with an orientation to ease the transition to school. Families are provided with ongoing information to support their child(ren) throughout the school years.

Outgoing cohorts of 5th grade students meet with the guidance counselor of the area feeder schools. They are invited to select courses for electives of their interest. At the same time, students are provided with an orientation to middle school so they know the expectations and changes to anticipate.

Students follow the VPK prescribed curriculum of DLM Early Childhood Express so that upon exiting the program they know their letters, sounds and numbers. Many are already reading upon leaving the program. Attending the VPK program prepares children for the kindergarten classroom as well as the school environment.

Students who didn't attend VPK here or at another site are supported through the MTSS/RtI-B process if it is determined, via data, that they are struggling academically or socially.

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

Three Points offers families of enrolling kindergarten students to attend an orientation prior to the start of the school year to learn school information and take a tour of the kindergarten classrooms, cafeteria, and the main areas of the campus. Administration offers tours of the school to new students and families upon registration throughout the year when requested. To ensure academic success, all students are assessed using the i-Ready reading and math diagnostic assessment to identify learning strengths and areas of need immediately so instructional time and interventions/enrichment can be provided immediately upon entering Three Points. In addition, our leadership team works closely with teachers and parents to identify students who need additional academic, behavior, or community supports when they enroll and throughout the year to provide resources as needed.

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

To prepare our students for 21st century careers with technology and industry, Three Points has increased access to digital curriculum and access through the use of Lexia Core 5 Reading, i-Ready Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Additional technology integration, via doc cams, projectors and teacher ipads, in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects through our Intro to Computers class.

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

STEM inquiry investigations and experiments (Einstein Thursdays) are taking place monthly within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and motivation programs such as i-Ready and Accelerated Reader to build academic achievement and increase motivation.

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

The strategies implemented at Three Points for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through iReady, Journeys and Go Math will be used to identify deficiencies. Teachers will form fluid

and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting, The quarterly honor roll award ceremonies recognize academic achievement for K-5 students earning A and B letter grades. The Sunshine State Reader voting program recognizes students who read a certain number of Sunshine State books and earn high scores on the Accelerated Reader assessment for each book motivating students to set independent reading goals. The Bridging Ceremony recognizes students accomplishments in elementary school and prepares them for their middle school experience by honoring students and creating a vision of learning for future years in front of their families.

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.

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.

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.** To increase student proficiency, teachers will incorporate a structured progress monitoring system using teacher-created common assessments to measure mastery of each standard. (Division Priority: Accelerate student performance)

- G2.** Teachers will incorporate rigorous standards-based instruction and research-based pedagogical practices in all content areas via collaborative planning. (Division Priority: Invest in human capital)

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. To increase student proficiency, teachers will incorporate a structured progress monitoring system using teacher-created common assessments to measure mastery of each standard. (Division Priority: Accelerate student performance) 1a

G073183

Targets Supported 1b

Indicator	Annual Target
Math Gains	66.0
Math Lowest 25% Gains	62.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	62.0
FCAT 2.0 Science Proficiency	64.0
FSA Mathematics - Achievement	55.0
FSA English Language Arts - Achievement	55.0

Resources Available to Support the Goal 2

- Item specs for each standard used as a resource for creating assessments and planning.
- Protected PLC collaboration time has been provided.
- School-based instructional coaches are available for each subject area.
- District scope and sequence, and school focus calendars are used with fidelity to guide the work.
- Learning Sciences International consultant will conduct regular walkthroughs and co-construct an action plan for improvement.

Targeted Barriers to Achieving the Goal 3

- System for creating common assessments that are aligned to the level of complexity of the standard is not existent. A system for tracking the data that is generated from the administration of the common assessments needs to be more structured.

Plan to Monitor Progress Toward G1. 8

The structured progress monitoring system using teacher-created common assessments to measure mastery of each standard taught will be monitored via the biweekly data meetings held by the principal and assistant principal. The teachers will be recording the proficiency data for their class on the data charts located in the conference room. Because the common assessments are reviewed by our school-based subject area coaches for alignment to the standard, these assessments will be an effective way of measuring progress toward our ultimate goal of increasing student proficiency. The student assessment data is the final piece of evidence, but other types of evidences such as attendance at collaborative planning meetings, teacher created assessments and unit plans, and minutes recording the discussions at data meetings will also be monitored for progress toward our goal.

On the third Monday of each month, during data meetings with the principal and assistant principal, a portion of the meeting will be dedicated to discussing progress towards the goal of incorporating the structures progress monitoring system of using teacher-created common assessments. Then, on the first Thursday of the month the principal will discuss our progress toward meeting this goal at our SAC meeting (starting with our November SAC meeting) to ensure all stakeholders are receiving updates about our progress.

Classes that meet proficiency goals (55% of class on target) for each of the standards taught every two week period will be celebrated and next steps will be outlined at data meetings for re-teaching, maintenance, or enrichment lessons depending on the levels of proficiency for each class.

Person Responsible

Jessica Abrew

Schedule

Monthly, from 10/19/2015 to 5/16/2016

Evidence of Completion

Hard data: Student proficiency data will show the scholars are growing and getting closer to reaching the expected proficiency levels. Our goal is that 55% of the students in a class are proficient. Soft data: Minutes, sign in sheets, common assessments, and unit plans will also be used to monitor progress toward our goal of implementing a system for progress monitoring using teacher created common assessments.

G2. Teachers will incorporate rigorous standards-based instruction and research-based pedagogical practices in all content areas via collaborative planning. (Division Priority: Invest in human capital) 1a

G073184

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	55.0
Math Gains	66.0
Math Lowest 25% Gains	62.0
FSA English Language Arts - Achievement	55.0
ELA/Reading Lowest 25% Gains	86.0
FCAT 2.0 Science Proficiency	64.0
AMO Reading - ELL	58.0
AMO Reading - Hispanic	63.0
AMO Reading - SWD	45.0
AMO Reading - ED	64.0
AMO Reading - African American	73.0
AMO Math - African American	71.0
AMO Math - ED	63.0
AMO Math - ELL	59.0
AMO Math - Hispanic	63.0
AMO Math - SWD	48.0

Resources Available to Support the Goal 2

- District coaches as thought partners in collaborative planning
- Deconstructing the standards lesson planning meetings calendar
- Structure for process (backwards planning design document) and deliverable for planning (lesson planning template)
- Non-negotiables to bring to planning
- Continued collaboration with district support
- Coaches PLC - Wednesdays in between data meetings
- Admin monitoring of coaches' activities
- Coaches meeting with PLCs to support with collaborative planning during the week
- Consultant from Learning Sciences International (LSI)

Targeted Barriers to Achieving the Goal 3

- Teachers do not understand the full intent of the LAFS, MAFS and Science NGSSS which impacts planning, instructional shifts, and coaching with feedback.

Plan to Monitor Progress Toward G2. 8

Students take common assessments throughout each unit based on the Scope and Sequence - results guide daily instruction. These common assessments will drive the collaborative planning process to ensure that activities are planned at the rigor and complexity level of the standard.

Administration closely looks at data trends and makes recommendations at bi-weekly data meetings and weekly collaborative planning meetings.

Person Responsible

Jessica Abrew

Schedule

Biweekly, from 9/21/2015 to 5/16/2016

Evidence of Completion

Common Assessment Data Collaborative Planning meeting discussions Lesson Plan reviews
Classroom Observation Data

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. To increase student proficiency, teachers will incorporate a structured progress monitoring system using teacher-created common assessments to measure mastery of each standard. (Division Priority: Accelerate student performance) **1**

 G073183

G1.B1 System for creating common assessments that are aligned to the level of complexity of the standard is not existent. A system for tracking the data that is generated from the administration of the common assessments needs to be more structured. **2**

 B191185

G1.B1.S1 Three Points Elementary school administrators have provided teachers with protected collaboration time to meet as PLCs during special area times on Tuesdays-Fridays each week. [copy] **4**

 S202654

Strategy Rationale

Teachers need time in order to create the common assessments.

Action Step 1 **5**

School-based instructional coaches developed a collaborative planning meeting calendar that allowed teachers to know from day 1 what the expectations are regarding collaborative planning time.

Person Responsible

Traci McCants

Schedule

Weekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Evidences for this action step include: collaborative planning calendar and agendas from planning sessions with the coaches, and the completed common assessment that matches the level of complexity of the standard.

Action Step 2 5

Teachers create common assessments throughout the year for ELA, Math, and Science. The PLCs decide which planning days or special area times will be utilized for them to come together to create the assessments. Each teacher collaborates by bringing in questions to share for each assessment. These assessments are aligned to the level of complexity of the standard. Coaches review the assessments before implementation for accuracy.

Person Responsible

Traci McCants

Schedule

Daily, from 9/1/2015 to 5/27/2016

Evidence of Completion

Evidence will be the common assessments the PLCs create for ELA, Math, and Science.

Action Step 3 5

Teachers score the assessments, calculate the percent of scholars that are proficient (score of 80% or above) on each standard, and bring the data to the data meetings led by the school administrators so adjustments can be made to instruction.

Person Responsible

Traci McCants

Schedule

Biweekly, from 9/21/2015 to 5/16/2016

Evidence of Completion

Data indicating % of students proficient on each standard will be collected, brought to the bi-weekly data meetings by each teacher and the scores written on our data charts located in the main office conference room.

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

Administrators will ensure the school-based instructional coaches and the PLCs are adhering to the collaborative planning schedule that has been established for the first two quarters of the year. In addition, the administrators will attend the collaborative planning meetings that are held on Tuesdays and Wednesdays and be active participants of these collaborative planning meetings. The administrators and school-based instructional coaches will serve as thought partners for the teachers. On Thursdays and Fridays, teachers are not required to meet with the coaches but the system has been established for the coaches to be available for the teachers to support them as needed on those two days as they finalize their common assessments and lesson plans.

Person Responsible

Jessica Abrew

Schedule

Weekly, from 9/8/2015 to 5/20/2016

Evidence of Completion

1. Sign in sheets will be collected to monitor teachers' attendance at the collaborative planning meetings that are held on Tuesdays and Wednesdays with the school-based instructional coaches and administrators. 2. Administrators (Jessica Abrew and Alyson Muse) attend all subject area collaborative planning meetings for their assigned grade level PLCs to observe and participate in the process. 3. The final version of the common assessment and unit plan is a concrete deliverable (and evidence) of the collaborative planning process.

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

Common assessments are turned in to the school-based subject area coaches on the first day of collaborative planning for a particular unit. The coaches will review each common assessment for alignment to the level of complexity of the standard.

Person Responsible

Traci McCants

Schedule

Weekly, from 9/7/2015 to 5/20/2016

Evidence of Completion

The common assessments themselves will be the evidence to monitor fidelity of implementation because a common assessment can't be administered to the students without the final approval of the school-based instructional coach for a particular subject area.

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

Teachers will score each students' assessment and then calculate the percent of their class that is on target (proficient) for each particular standard taught. Proficiency at our school equates to scoring 80% or above. The teachers will bring the data with them to the biweekly data meetings held by the principal and assistant principal and record the percent proficient for each standard.

Person Responsible

Jessica Abrew

Schedule

Biweekly, from 9/21/2015 to 5/16/2016

Evidence of Completion

1. Agenda created for each data meeting will document what will be discussed. 2. Minutes will be recorded to document what was discussed and any next steps. 3. Sign in sheets will be collected to document attendance at the data meetings. 4. Data recorded on the data charts will be color coded depending on the percentage of each class that has reached proficiency for easy monitoring. The color coding system we are using for the data charts is attached.

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

To monitor the effectiveness of providing teachers with protected collaboration time to meet as PLCs during special area times on Tuesdays-Fridays each week, the teachers will turn in a copy of a common assessment that is aligned to the level of complexity of the standard being assessed and the unit lesson plan will be completed. The school-based instructional coaches will receive the common assessment on the first day of planning for a particular standards-based unit and the plan will be turned in at least a day before the unit is to be taught.

Successful implementation will produce learning gains as evidenced in increased percentage of scholars scoring at 80% or above on each teacher-created common assessment. We will celebrate successful implementation by identifying model classrooms. Poor implementation will produce a decrease in scores, and teachers will need to reteach whole group (if 55% or less of the scholars are on target) and reteach small group (if 56% or more of the scholars are on target)

Poor implementation will also result in teachers not creating their common assessments aligned to the correct level of complexity and unit lesson plans will not be completed on time. In the case of poor implementation meetings with the PLCs and school-based instructional coaches will be held to identify the reason for the ineffectiveness of implementation. If the issue were to be lack of resources or knowledge additional resources or additional time for professional development will be provided.

Person Responsible

Traci McCants

Schedule

Weekly, from 9/7/2015 to 5/20/2016

Evidence of Completion

Common assessments that are aligned to the standards are administered to measure student proficiency of the standard.

G1.B1.S2 Professional development provided on deconstructing the standards and creating common assessments aligned to the level of complexity of the standard. 4

 S202655

Strategy Rationale

Teachers needed training regarding aligning common assessment questions/problems to the level of complexity of the standard.

Action Step 1 5

Teachers are provided ongoing professional development in the areas of: levels of complexity/rigor, writing common assessments aligned to the level of complexity of the Florida standards, and deconstructing the standards.

Person Responsible

Traci McCants

Schedule

Semiannually, from 8/3/2015 to 2/5/2016

Evidence of Completion

Deliverables/evidence of completion of this action step will include teacher developed common assessments and standards-based unit plans.

Action Step 2 5

Instructional coaches will plan for professional development to include writing rigorous lesson plans and standards based common assessments.

Person Responsible

Traci McCants

Schedule

On 7/31/2015

Evidence of Completion

Deliverables/evidence of completion of this action step will include agendas and resources from the professional development sessions, and sign in sheets.

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

To monitor for fidelity of implementation of this strategy the school administrators will observe and participate in the professional development sessions, and review sign in sheets, resources, and agendas. Ultimately, the teacher created common assessments and standards-based unit plan will be the best deliverable to monitor for fidelity of implementation.

Person Responsible

Jessica Abrew

Schedule

Semiannually, from 10/2/2015 to 2/5/2016

Evidence of Completion

Deliverable/Evidence will be the teacher created common assessments and standards-based unit plans.

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

Successful implementation of providing professional development about creating common assessments that are aligned to the level of complexity of the standard will produce common assessments that are valid and assess the standards that are taught at the correct level of complexity for that standard.

Person Responsible

Traci McCants

Schedule

Weekly, from 9/7/2015 to 5/20/2016

Evidence of Completion

Evidence/Deliverable are the teacher crated common assessments aligned to the correct level of complexity for that standard.

G2. Teachers will incorporate rigorous standards-based instruction and research-based pedagogical practices in all content areas via collaborative planning. (Division Priority: Invest in human capital) **1**

 G073184

G2.B1 Teachers do not understand the full intent of the LAFS, MAFS and Science NGSSS which impacts planning, instructional shifts, and coaching with feedback. **2**

 B191189

G2.B1.S1 Coaches provide ongoing, weekly support to teachers in standards-based instruction through collaborative planning. **4**

 S202658

Strategy Rationale

The Instructional Coaches have a deeper knowledge of the standards, test item specs, and content limits to help guide the planning process ensuring that lessons are aligned to the standards.

Action Step 1 **5**

Weekly collaborative planning meetings with each PLC.

Person Responsible

Schedule

Weekly, from 8/3/2015 to 6/8/2016

Evidence of Completion

Completed Deconstructed Standards and Planning Template, Instructional resources, identified Marzano Instructional Strategies

Action Step 2 **5**

Deconstructing the Standards planning documents will be utilized to guide the collaborative planning meetings.

Person Responsible

Nichelle Thomas

Schedule

Weekly, from 8/3/2015 to 6/8/2016

Evidence of Completion

Each team leader has the documents projected during each lesson planning meeting: Completed Deconstruction and lesson planning template, which mirrors the planning documents.

Action Step 3 5

Create collaborative planning meeting schedule and inform PLC's during pre-planning of the schedule.

Person Responsible

Jessica Abrew

Schedule

On 8/21/2015

Evidence of Completion

Meeting Agenda

Action Step 4 5

We will hold the teachers accountable by identifying common look-fors from the Marzano iObservation walkthrough tool looking specifically at standards-based instruction, and providing immediate feedback through iObservation.

Person Responsible

Jessica Abrew

Schedule

On 6/8/2016

Evidence of Completion

Decided which Marzano elements to focus on. Instructional Support Team meeting agenda and notes

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

Review lesson planning guides that are completed after each collaborative planning meeting.

Discuss updates at weekly instructional support team meeting.

If school-based instructional coaches need additional support with collaborative planning, we will call on our district coaches to provide them support.

Person Responsible

Jessica Abrew

Schedule

Weekly, from 8/3/2015 to 6/8/2016

Evidence of Completion

Lesson planning guide completed per subject. Weekly instructional support team meeting agenda and notes. Classroom Walkthrough Data discussed at weekly instructional support team meeting and make adjustments as necessary.

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

Data will be collected from common assessments administered.

Successful implementation will produce learning gains as evidenced in increased percentage of scholars scoring at 80% or above on each common assessments. We will celebrate successful implementation by identifying model classrooms. Poor implementation will produce a decrease in scores, and teachers will need to reteach whole group (if 50% or less of the scholars are on target) and reteach small group (if 60% or more of the scholars are on target).

Person Responsible

Jessica Abrew

Schedule

Weekly, from 9/21/2015 to 5/16/2016

Evidence of Completion

Common Assessment reports will be discussed during biweekly data meetings with principal, assistant principal, and PLCs. Teachers will update the common assessment tracking spreadsheet on the Data Wall.

Appendix 1: Implementation Timeline

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

Orange - 0215 - Three Points Elementary - 2015-16 SIP
Three Points Elementary

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	School-based instructional coaches developed a collaborative planning meeting calendar that allowed teachers to know from day 1 what the expectations are regarding collaborative planning time.	McCants, Traci	9/1/2015	Evidences for this action step include: collaborative planning calendar and agendas from planning sessions with the coaches, and the completed common assessment that matches the level of complexity of the standard.	5/27/2016 weekly
G1.B1.S2.A1	Teachers are provided ongoing professional development in the areas of: levels of complexity/rigor, writing common assessments aligned to the level of complexity of the Florida standards, and deconstructing the standards.	McCants, Traci	8/3/2015	Deliverables/evidence of completion of this action step will include teacher developed common assessments and standards-based unit plans.	2/5/2016 semiannually
G2.B1.S1.A1	Weekly collaborative planning meetings with each PLC.		8/3/2015	Completed Deconstructed Standards and Planning Template, Instructional resources, identified Marzano Instructional Strategies	6/8/2016 weekly
G1.B1.S1.A2	Teachers create common assessments throughout the year for ELA, Math, and Science. The PLCs decide which planning days or special area times will be utilized for them to come together to create the assessments. Each teacher collaborates by bringing in questions to share for each assessment. These assessments are aligned to the level of complexity of the standard. Coaches review the assessments before implementation for accuracy.	McCants, Traci	9/1/2015	Evidence will be the common assessments the PLCs create for ELA, Math, and Science.	5/27/2016 daily
G1.B1.S2.A2	Instructional coaches will plan for professional development to include writing rigorous lesson plans and standards based common assessments.	McCants, Traci	7/13/2015	Deliverables/evidence of completion of this action step will include agendas and resources from the professional development sessions, and sign in sheets.	7/31/2015 one-time
G2.B1.S1.A2	Deconstructing the Standards planning documents will be utilized to guide the collaborative planning meetings.	Thomas, Nichelle	8/3/2015	Each team leader has the documents projected during each lesson planning meeting: Completed Deconstruction and lesson planning template, which mirrors the planning documents.	6/8/2016 weekly
G1.B1.S1.A3	Teachers score the assessments, calculate the percent of scholars that are proficient (score of 80% or above) on each standard, and bring the data to the data meetings led by the school administrators so adjustments can be made to instruction.	McCants, Traci	9/21/2015	Data indicating % of students proficient on each standard will be collected, brought to the bi-weekly data meetings by each teacher and the scores written on our data charts located in the main office conference room.	5/16/2016 biweekly
G2.B1.S1.A3	Create collaborative planning meeting schedule and inform PLC's during pre-planning of the schedule.	Abrew, Jessica	8/17/2015	Meeting Agenda	8/21/2015 one-time
G2.B1.S1.A4	We will hold the teachers accountable by identifying common look-fors from the Marzano iObservation walkthrough tool looking specifically at standards-based instruction, and providing immediate feedback through iObservation.	Abrew, Jessica	9/14/2015	Decided which Marzano elements to focus on. Instructional Support Team meeting agenda and notes	6/8/2016 one-time
G1.MA1	The structured progress monitoring system using teacher-created common assessments to measure mastery of each standard taught will be monitored via the biweekly data meetings held by the principal and assistant principal. The teachers will be recording the proficiency data for their class on the	Abrew, Jessica	10/19/2015	Hard data: Student proficiency data will show the scholars are growing and getting closer to reaching the expected proficiency levels. Our goal is that 55% of the students in a class are proficient. Soft data: Minutes, sign in sheets, common assessments, and unit plans will also be used to monitor progress	5/16/2016 monthly

Orange - 0215 - Three Points Elementary - 2015-16 SIP
Three Points Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	<p>data charts located in the conference room. Because the common assessments are reviewed by our school-based subject area coaches for alignment to the standard, these assessments will be an effective way of measuring progress toward our ultimate goal of increasing student proficiency. The student assessment data is the final piece of evidence, but other types of evidences such as attendance at collaborative planning meetings, teacher created assessments and unit plans, and minutes recording the discussions at data meetings will also be monitored for progress toward our goal. On the third Monday of each month, during data meetings with the principal and assistant principal, a portion of the meeting will be dedicated to discussing progress towards the goal of incorporating the structures progress monitoring system of using teacher-created common assessments. Then, on the first Thursday of the month the principal will discuss our progress toward meeting this goal at our SAC meeting (starting with our November SAC meeting) to ensure all stakeholders are receiving updates about our progress. Classes that meet proficiency goals (55% of class on target) for each of the standards taught every two week period will be celebrated and next steps will be outlined at data meetings for re-teaching, maintenance, or enrichment lessons depending on the levels of proficiency for each class.</p>			<p>toward our goal of implementing a system for progress monitoring using teacher created common assessments.</p>	
G1.B1.S1.MA1	<p>To monitor the effectiveness of providing teachers with protected collaboration time to meet as PLCs during special area times on Tuesdays-Fridays each week, the teachers will turn in a copy of a common assessment that is aligned to the level of complexity of the standard being assessed and the unit lesson plan will be completed. The school-based instructional coaches will receive the common assessment on the first day of planning for a particular standards-based unit and the plan will be turned in at least a day before the unit is to be taught. Successful implementation will produce learning gains as evidenced in increased percentage of scholars scoring at 80% or above on each teacher-created common assessment. We will celebrate successful implementation by identifying model classrooms. Poor implementation will produce a decrease in scores, and teachers will need to reteach whole group (if 55% or less of the scholars are on target) and reteach small group (if 56% or more of the scholars are on target) Poor</p>	McCants, Traci	9/7/2015	Common assessments that are aligned to the standards are administered to measure student proficiency of the standard.	5/20/2016 weekly

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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
	implementation will also result in teachers not creating their common assessments aligned to the correct level of complexity and unit lesson plans will not be completed on time. In the case of poor implementation meetings with the PLCs and school-based instructional coaches will be held to identify the reason for the ineffectiveness of implementation. If the issue were to be lack of resources or knowledge additional resources or additional time for professional development will be provided.				
G1.B1.S1.MA1	Administrators will ensure the school-based instructional coaches and the PLCs are adhering to the collaborative planning schedule that has been established for the first two quarters of the year. In addition, the administrators will attend the collaborative planning meetings that are held on Tuesdays and Wednesdays and be active participants of these collaborative planning meetings. The administrators and school-based instructional coaches will serve as thought partners for the teachers. On Thursdays and Fridays, teachers are not required to meet with the coaches but the system has been established for the coaches to be available for the teachers to support them as needed on those two days as they finalize their common assessments and lesson plans.	Abrew, Jessica	9/8/2015	1. Sign in sheets will be collected to monitor teachers' attendance at the collaborative planning meetings that are held on Tuesdays and Wednesdays with the school-based instructional coaches and administrators. 2. Administrators (Jessica Abrew and Alyson Muse) attend all subject area collaborative planning meetings for their assigned grade level PLCs to observe and participate in the process. 3. The final version of the common assessment and unit plan is a concrete deliverable (and evidence) of the collaborative planning process.	5/20/2016 weekly
G1.B1.S1.MA3	Common assessments are turned in to the school-based subject area coaches on the first day of collaborative planning for a particular unit. The coaches will review each common assessment for alignment to the level of complexity of the standard.	McCants, Traci	9/7/2015	The common assessments themselves will be the evidence to monitor fidelity of implementation because a common assessment can't be administered to the students without the final approval of the school-based instructional coach for a particular subject area.	5/20/2016 weekly
G1.B1.S1.MA4	Teachers will score each students' assessment and then calculate the percent of their class that is on target (proficient) for each particular standard taught. Proficiency at our school equates to scoring 80% or above. The teachers will bring the data with them to the biweekly data meetings held by the principal and assistant principal and record the percent proficient for each standard.	Abrew, Jessica	9/21/2015	1. Agenda created for each data meeting will document what will be discussed. 2. Minutes will be recorded to document what was discussed and any next steps. 3. Sign in sheets will be collected to document attendance at the data meetings. 4. Data recorded on the data charts will be color coded depending on the percentage of each class that has reached proficiency for easy monitoring. The color coding system we are using for the data charts is attached.	5/16/2016 biweekly
G1.B1.S2.MA1	Successful implementation of providing professional development about creating common assessments that are aligned to the level of complexity of the standard will produce common assessments that are valid and assess the standards that are taught at the correct level of complexity for that standard.	McCants, Traci	9/7/2015	Evidence/Deliverable are the teacher crated common assessments aligned to the correct level of complexity for that standard.	5/20/2016 weekly

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Three Points Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	To monitor for fidelity of implementation of this strategy the school administrators will observe and participate in the professional development sessions, and review sign in sheets, resources, and agendas. Ultimately, the teacher created common assessments and standards-based unit plan will be the best deliverable to monitor for fidelity of implementation.	Abrew, Jessica	10/2/2015	Deliverable/Evidence will be the teacher created common assessments and standards-based unit plans.	2/5/2016 semiannually
G2.MA1	Students take common assessments throughout each unit based on the Scope and Sequence - results guide daily instruction. These common assessments will drive the collaborative planning process to ensure that activities are planned at the rigor and complexity level of the standard. Administration closely looks at data trends and makes recommendations at bi-weekly data meetings and weekly collaborative planning meetings.	Abrew, Jessica	9/21/2015	Common Assessment Data Collaborative Planning meeting discussions Lesson Plan reviews Classroom Observation Data	5/16/2016 biweekly
G2.B1.S1.MA1	Data will be collected from common assessments administered. Successful implementation will produce learning gains as evidenced in increased percentage of scholars scoring at 80% or above on each common assessments. We will celebrate successful implementation by identifying model classrooms. Poor implementation will produce a decrease in scores, and teachers will need to reteach whole group (if 50% or less of the scholars are on target) and reteach small group (if 60% or more of the scholars are on target).	Abrew, Jessica	9/21/2015	Common Assessment reports will be discussed during biweekly data meetings with principal, assistant principal, and PLCs. Teachers will update the common assessment tracking spreadsheet on the Data Wall.	5/16/2016 weekly
G2.B1.S1.MA1	Review lesson planning guides that are completed after each collaborative planning meeting. Discuss updates at weekly instructional support team meeting. If school-based instructional coaches need additional support with collaborative planning, we will call on our district coaches to provide them support.	Abrew, Jessica	8/3/2015	Lesson planning guide completed per subject. Weekly instructional support team meeting agenda and notes. Classroom Walkthrough Data discussed at weekly instructional support team meeting and make adjustments as necessary.	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.

G1. To increase student proficiency, teachers will incorporate a structured progress monitoring system using teacher-created common assessments to measure mastery of each standard. (Division Priority: Accelerate student performance)

G1.B1 System for creating common assessments that are aligned to the level of complexity of the standard is not existent. A system for tracking the data that is generated from the administration of the common assessments needs to be more structured.

G1.B1.S2 Professional development provided on deconstructing the standards and creating common assessments aligned to the level of complexity of the standard.

PD Opportunity 1

Teachers are provided ongoing professional development in the areas of: levels of complexity/rigor, writing common assessments aligned to the level of complexity of the Florida standards, and deconstructing the standards.

Facilitator

School-based instructional coaches: McCants (Math), Cruz Reyes (Science), Bryant and Otero (ELA)

Participants

K-5 Teachers (35 teachers)

Schedule

Semiannually, from 8/3/2015 to 2/5/2016

G2. Teachers will incorporate rigorous standards-based instruction and research-based pedagogical practices in all content areas via collaborative planning. (Division Priority: Invest in human capital)

G2.B1 Teachers do not understand the full intent of the LAFS, MAFS and Science NGSSS which impacts planning, instructional shifts, and coaching with feedback.

G2.B1.S1 Coaches provide ongoing, weekly support to teachers in standards-based instruction through collaborative planning.

PD Opportunity 1

Weekly collaborative planning meetings with each PLC.

Facilitator

Instructional Coaches (Reading, Math, Writing, Science)

Participants

K-5 Teachers

Schedule

Weekly, from 8/3/2015 to 6/8/2016

Technical Assistance Items

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

G1. To increase student proficiency, teachers will incorporate a structured progress monitoring system using teacher-created common assessments to measure mastery of each standard. (Division Priority: Accelerate student performance)

G1.B1 System for creating common assessments that are aligned to the level of complexity of the standard is not existent. A system for tracking the data that is generated from the administration of the common assessments needs to be more structured.

G1.B1.S1 Three Points Elementary school administrators have provided teachers with protected collaboration time to meet as PLCs during special area times on Tuesdays-Fridays each week. [copy]

PD Opportunity 1

School-based instructional coaches developed a collaborative planning meeting calendar that allowed teachers to know from day 1 what the expectations are regarding collaborative planning time.

Facilitator

School-based instructional coaches

Participants

K-5 Teachers

Schedule

Weekly, from 9/1/2015 to 5/27/2016

PD Opportunity 2

Teachers create common assessments throughout the year for ELA, Math, and Science. The PLCs decide which planning days or special area times will be utilized for them to come together to create the assessments. Each teacher collaborates by bringing in questions to share for each assessment. These assessments are aligned to the level of complexity of the standard. Coaches review the assessments before implementation for accuracy.

Facilitator

Team leaders and school-based instructional coaches.

Participants

K-5 Teachers

Schedule

Daily, from 9/1/2015 to 5/27/2016

Budget

Budget Data						
1	G1.B1.S1.A1	School-based instructional coaches developed a collaborative planning meeting calendar that allowed teachers to know from day 1 what the expectations are regarding collaborative planning time.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	0215 - Three Points Elementary	General Fund		\$0.00
			<i>Notes: This budget item is tied to multiple strategies in the SIP.</i>			
2	G1.B1.S1.A2	Teachers create common assessments throughout the year for ELA, Math, and Science. The PLCs decide which planning days or special area times will be utilized for them to come together to create the assessments. Each teacher collaborates by bringing in questions to share for each assessment. These assessments are aligned to the level of complexity of the standard. Coaches review the assessments before implementation for accuracy.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	0215 - Three Points Elementary	Title I Part A		\$3,500.00
			<i>Notes: The subs will be provided for ONE day of collaborative planning outside of the special area time so the teachers can work side by side with the coaches to receive support with the creation of the assessments.</i>			
3	G1.B1.S1.A3	Teachers score the assessments, calculate the percent of scholars that are proficient (score of 80% or above) on each standard, and bring the data to the data meetings led by the school administrators so adjustments can be made to instruction.				\$0.00
4	G1.B1.S2.A1	Teachers are provided ongoing professional development in the areas of: levels of complexity/rigor, writing common assessments aligned to the level of complexity of the Florida standards, and deconstructing the standards.				\$24,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	0215 - Three Points Elementary	Title I Part A		\$24,000.00
			<i>Notes: This reflects the professional development provided to teachers during two 4-day weeks of pre-pre-planning PD activities in August (optional).</i>			
5	G1.B1.S2.A2	Instructional coaches will plan for professional development to include writing rigorous lesson plans and standards based common assessments.				\$0.00
6	G2.B1.S1.A1	Weekly collaborative planning meetings with each PLC.				\$238,794.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	0215 - Three Points Elementary	General Fund		\$238,794.00
			<i>Notes: This budget item is tied to multiple strategies in the SIP.</i>			

Budget Data						
7	G2.B1.S1.A2	Deconstructing the Standards planning documents will be utilized to guide the collaborative planning meetings.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0215 - Three Points Elementary	Title I Part A		\$20,000.00
			<i>Notes: Substitutes used to cover classes while teachers deconstruct standards with coaches. This budget item is tied to multiple strategies in the SIP.</i>			
8	G2.B1.S1.A3	Create collaborative planning meeting schedule and inform PLC's during pre-planning of the schedule.				\$0.00
9	G2.B1.S1.A4	We will hold the teachers accountable by identifying common look-fors from the Marzano iObservation walkthrough tool looking specifically at standards-based instruction, and providing immediate feedback through iObservation.				\$0.00
					Total:	\$286,294.00