The School District of Lee County

Tortuga Preserve Elementary School

2015-16 School Improvement Plan

Tortuga Preserve Elementary School

1711 GUNNERY RD N, Lehigh Acres, FL 33971

http://tpe.leeschools.net

School Demographics

School Type	2014-15 Title I School	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	70%

Alternative/ESE Center	Charter School	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	76%

School Grades History

Year	2014-15	2013-14	2012-13
Grade	D*	F	D

*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 Lee 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
Priority	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Tortuga Preserve Elementary School's mission is through quality practices, collaboration, respect and dedication, we will engineer leaders today for tomorrow.

Provide the school's vision statement

Tortuga Preserve Elementary School's vision is to be an elite national model for STEM education.

School Environment

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

Through the Leader in Me program, teachers build relationships with their students by going through the 7 Habits of Highly Effective People and understanding each individual student.
Kagan Cooperative Learning is used, which allows teachers at Tortuga Preserve Elementary to build relationships with their students through cooperative learning, team-building, and class-building activities.
The school uses Choosing Excellence to help teachers understand students' basic needs and build relationships through class meetings where they share their thoughts and feelings.
Tortuga Preserve Elementary holds events such as: student led conferences, community care days, and curriculum nights. These events provide opportunities to build quality relationships by bringing school and families together.

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

Tortuga Preserve Elementary holds grade level assemblies to reinforce school-wide expectations to help maintain a safe school environment.
The school is a participant in the Positive Behavior Support program which encourages and emphasizes the acknowledgement of positive behaviors taking place around the school.
There is a safety patrol team that helps to monitor and keep students safe around the school at the beginning and end of the school day.
Through Choosing Excellence, teachers work with their students to understand their basic needs and how to meet those needs to ensure learning is taking place. Teachers also engage students in questioning techniques to allow students to have a deeper understanding of their feelings, thoughts, and needs, both academically and behaviorally.
The Leader in Me program teaches and allows students to be leaders both in and out of school.
The school has a guidance counselor who meets with students in small group and one-on-one to help students feel safe and respected.
There has an SOS program where staff members mentor students and check in and out with the students on a regular basis.
Tortuga Preserve Elementary has a Watch DOGS (Dads of Great Students) program in which positive male role models mentor students in the school.
The school has a GALS (Girls as Leaders) club that focuses on creating girls with leadership qualities that will carry on through middle school.
Administration works with students to make positive changes and consistently checks in with those students to see how they are doing.

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

School expectations have been established and are presented to the students in grade level expectation assemblies at the beginning of the year. These expectations are also posted around the school and reviewed throughout the year by teachers and on the school news.

Tortuga Preserve Elementary participates in the Positive Behavior Support and Leader in Me programs. Students are rewarded Tortuga Tokens for following the school expectations and making positive behavior choices, and by showing they are leaders at the school. There are quarterly celebrations and special events for students who earn them through their positive behavior.

Processes and procedures for behavior have been created and established by the School Leadership Team. Each grade level has a protocol that they follow for misbehavior in the classroom that includes reflection time and phone calls to parents. If the behavior problems continue the school uses an infraction form, the Educational Resource Center (to create a plan to correct the behavior), and office referrals. Classroom behavioral management systems that teachers use include a color-clip step system, Class Dojo, daily point cards, and planner markings.

Administration ensures that teachers are trained in Leader in Me, Positive Behavior Support, Deescalation and Proactive Strategies for the classroom, writing infraction reports, check-in and check-out procedures, and the Questioning Model that goes with Choosing Excellence.

The guidance counselor develops learning strategies, self-management strategies, and social skills with small groups and one-on-one meetings with students struggling behaviorally.

Learning for Life and Auto Be Good are resources available to help teach positive behavior skills.

A Check-in and Check-out system is utilized with students in need of positive adult interactions and positive feedback throughout the school day.

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

As a Leader in Me school, Tortuga Preserve Elementary students are encouraged to utilize the 7 Habits of Highly Effective People in day-to-day decision making to support their social-emotional growth.

Through Choosing Excellence and questioning, teachers at the school ensure that the basic needs of the students are being met, which include social-emotional needs.

Tortuga Preserve Elementary has a team of support for students who have social-emotional needs that includes the full-time guidance counselor, full-time behavior specialist, and social worker. Also, the School Intervention Support Specialist oversees the Florida Multi-tiered System of Support (MTSS) process which is designed to use data and progress monitoring to support students' academic and social-emotional outcomes.

Tortuga Preserve Elementary provides support to the students and families that need it through programs such as Laces of Love, the Food Pantry, a uniform exchange, and an eye glass and vision screening program.

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

NA

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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/181867.

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

Tortuga Preserve Elementary actively reaches out to community members and businesses to develop meaningful partnerships. School personnel, parents, and volunteers pursue these partnerships and recommend partners to the school's administration. Once approved, community and business partners work with teachers, parents, and volunteers to support activities, events, and learning opportunities for the stakeholders. Some of our partnerships include:
Dancing Classrooms
Providence Church
Wendy's
Publix
Laces of Love
Horace Man Financial Services
Saint Vincent de Paul
Boy Scouts
Harry Chapin Food Bank

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
Lemaster, Scott	Principal
Bobak, Amy	Assistant Principal
Feliciano, Elizabeth	Assistant Principal
Silcox, Rebecca	Instructional Coach
Northrup, Michelle	Instructional Coach
Vest, Marla	Instructional Coach
Hunt, Maria	Instructional Coach
Jeronimus, Julie	Instructional Coach

Duties

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

The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity
Reading/Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports.
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student
contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
Curriculum Specialist
• MTSS Team facilitators

• Schedule and attend MTSS Team meetings
• Maintain log of all students involved in the MTSS process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested
School Psychologist
• Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding intensive interventions
• Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
• Provide staff trainings
Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
• Provide ELL interventions at all tiers

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

Tortuga Preserve Elementary examines different academic groups: lowest 25%, ESE students, students in the MTSS process, and distributes allocations accordingly. The leadership team meets regularly to analyze school and/or student progress to ensure that the needs of all students are being met within a multi-tiered system of student supports. Monitoring of MTSS and SIP structures will be done through PLCs, quarterly data meetings, and ESOL review meetings.
Title I, Part A Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.
Title I, Part C- Migrant Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Title I, Part D The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and

procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI) SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Hilda Hernandez	Parent
Jennifer Mooneyham	Parent
Luz-Helena Arias	Education Support Employee
Maria Hunt	Teacher
Na'Shara Tyson	Teacher
Evenlyn Wallace	Education Support Employee
Donna McNulty	Business/Community
Eric Sonnet	Business/Community
Shawn Bergen	Business/Community
Lucinda Defreitas	Business/Community
Janet Ovalle	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 SIP plan was discussed at the September 15th, 2015 SAC meeting. Questions were answered regarding data and school grade as state test scores are not presently available. Science FCAT scores were presented for
2014-2015 SAC members presented the new Parent Involvement Plan to the 2015-2016 SAC team for approval.

Development of this school improvement plan

SAC members will review the working document, offer revision suggestions, and provide approval on 9/15/15.

Preparation of the school's annual budget and plan

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

School improvement funds will be allocated to school wide data driven initiatives related to student achievement.

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
Lemaster, Scott	Principal
Bobak, Amy	Assistant Principal
Feliciano, Elizabeth	Assistant Principal
Silcox, Rebecca	Instructional Coach
Jeronimus, Julie	Instructional Coach
Northrup, Michelle	Instructional Coach
Vest, Marla	Instructional Coach
Hunt, Maria	Instructional Coach
Joyce, Michelle	Teacher, K-12
Mains, Kelly	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will promote literacy within the school by supporting teachers in the goal of every students making personal academic growth in reading.
The team will plan and promote literacy events like family literacy night and Read Across America.
The LLT will meet to discuss concerns and questions grade levels and teachers may be facing with

ELA.
The team will plan and implement AR goals and celebrations.

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

Tortuga Preserve Elementary participates in professional learning communities and the district APPLES New Teacher Mentoring program. During faculty meetings Kagan Cooperative Learning activities are used to help build relationships and promote interactions between teachers. Grade level teachers have common planning periods daily.

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

Tortuga Preserve Elementary recruits highly qualified teachers by: advertising positions, attending district recruitment events, and holding intensive interviews.
Tortuga Preserve Elementary develops and retains highly qualified, certified-in-field, effective teachers by: using the district APPLES New Teacher Mentoring program for new teachers. New teachers are paired with highly qualified mentor teachers. Mentors meet weekly with new teachers to help support them in areas such as teaching techniques and processes, classroom management, evaluations, and procedural processes of the school. The program also allows teaches to complete a school-based professional development plan for curriculum and other areas new teachers struggle.

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

New teachers are assigned mentor teachers who have completed Clinical Education and have agreed to act as a mentor. Pairings are chosen based on personality, strengths, weaknesses, and assigned grade levels. Mentoring activities include observations with pre and post conferences, model lessons, coaching, and weekly meetings that focus on areas of need and school processes. The district APPLES New Teacher Mentoring Program also requires new teachers to attend specific professional development courses.

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

Tortuga Preserve Elementary School follows the district's academic plans that are standard-based to ensure that curriculum is aligned with the Florida standards.
Administration checks lesson plans weekly to ensure lessons and curriculum being taught is standards-based and aligns with Florida standards.
Administration looks for objectives and lessons that follow and are aligned with the Florida standards when they perform walk-throughs and classroom observations.
Common assessments that are standards-based are used by grade levels to ensure Florida standards are being assessed.
Teachers and administration ensure computer programs and resources used in classroom are standards-based and aligned with Florida standards.

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

Tortuga Preserve Elementary uses STAR, STAR Early Literacy, district standard checkpoints, weekly formative standards-based assessments, and classroom observations to collect data on student progress. This data is used by teachers for planning and during PLC meetings to create a plan for remediation and enrichment instruction for students.

The school has a common intervention/enrichment time, called Turtle Time, that is used by teachers to assist students in getting the skills and standards that they need to be successful. The teachers use data to create a plan for remediating standards students did not score proficiently on during assessment. This includes students walking to other other classrooms that are hitting those specific standards and resource teachers pushing into grade levels and classrooms to help those students that are struggling to be proficient on standards.

Teachers also use this data to create small group instruction and centers in the classroom. Activities are planned to help students practice and learn those skills and standards they are having difficulty attaining proficiency. This allows teachers to differentiate what different students need based on the 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: Extended School Day

Minutes added to school year: 4,500

Teachers will incorporate an intervention/enrichment time, called Turtle Time, for all students. This time will be used for remediation and enrichment of standards in core academic areas. Teachers will use data to drive the instruction to meet the individual needs of the students.

Strategy Rationale

This strategy will increase the time students are engaged in learning and the instruction will be meeting the instructional needs of students in each core subject area.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Lemaster, Scott, scottle@leeschools.net

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

District checkpoint scores, Performance Matters, and CASTLE will be used for progress monitoring to look for student growth.

Strategy: Extended School Day

Minutes added to school year: 2,000

Afterschool tutoring focused on supplementing core academic programs

Strategy Rationale

This strategy will increase the amount of time students are receiving standards-based instruction to positively impact student achievement on assessments.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Lemaster, Scott, scottle@leeschools.net

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

A pre and post assessment will be given and analyzed to see if students show academic growth.

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

Kindergarten Orientation Night is held prior to start of the school year for incoming kindergarten students and families to familiarize them with school and expectations for upcoming school year. Kindergarten Screening to assess basic skills and school readiness - oral language/syntax, print/letter knowledge, phonological awareness/processing - is given to students entering kindergarten. Data is used to group students and plan for instructional needs of students.
5th Grade students moving to middle school will have opportunities to attend various middle school open houses held during school choice open enrollment.
Data chats and presentations are held with 5th grade students to understand scheduling and electives when in middle school.

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.

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.   If 5th Grade students increase their knowledge of Science vocabulary, then proficiency in Science will increase as measured by the Science FCAT Assessment.

G2.   If core subject area teachers track standards, then student achievement will increase in all content areas.

G3.   If teacher engagement and student engagement increases, then student achievement will increase in all content areas.

Strategic Goals Detail

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

G1. If 5th Grade students increase their knowledge of Science vocabulary, then proficiency in Science will increase as measured by the Science FCAT Assessment. [1a]

🔍 G074154

Targets Supported [1b]

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal [2]

- Resource Teachers
- Professional Development
- District Personnel

Targeted Barriers to Achieving the Goal [3]

- Not all teachers understand the importance of Science vocabulary knowledge needed for success on Science FCAT

Plan to Monitor Progress Toward G1. [8]

Track scores from baseline to midyear assessment data.

Person Responsible
Scott Lemaster

Schedule
Quarterly, from 9/14/2015 to 6/10/2016

Evidence of Completion
Mid Year assessment to end of year assessment

G2. If core subject area teachers track standards, then student achievement will increase in all content areas. 1a

G074155

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Resource Teachers

- Professional Development

- District Personnel

Targeted Barriers to Achieving the Goal 3

- Lack of experience in tracking standards

Plan to Monitor Progress Toward G2. 8

Track scores from baseline to midyear assessment data.

Person Responsible
Scott Lemaster

Schedule
Weekly, from 9/15/2015 to 6/10/2016

Evidence of Completion
Midyear data and end of year state assessment.

G3. If teacher engagement and student engagement increases, then student achievement will increase in all content areas. `1a`

🔑 G074156

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Resource Teachers
- PLCs
- District Personnel in Academic Areas
- Technology - school sharepoint, district sharepoint, e-mail
- District Academic Plans
- Process and Procedures Document
- APPLES Meetings
- Faculty Meetings
- Grade Level Team Meetings and Common Planning
- Team Leader Meetings
- Tortuga Leadership Team
- Professional Development in Needed Areas

Targeted Barriers to Achieving the Goal `3`

- Not all teachers are familiar with student engagement strategies
- Results from Teacher Gallop Survey show there are unclear teacher expectations

Plan to Monitor Progress Toward G3. `8`

Track scores from baseline to midyear assessment data.

Person Responsible
Scott Lemaster

Schedule
Semiannually, from 1/4/2016 to 6/10/2016

Evidence of Completion
Mid year data and end of year state assessments.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔧 S123456 = Quick Key

G1. If 5th Grade students increase their knowledge of Science vocabulary, then proficiency in Science will increase as measured by the Science FCAT Assessment. 1

🔧 G074154

G1.B1 Not all teachers understand the importance of Science vocabulary knowledge needed for success on Science FCAT 2

🔧 B193595

G1.B1.S1 5th Grade Science Teachers will meet weekly during common planning time to plan out what resources and vocabulary will be used during Science instruction of given standards. 4

🔧 S205147

Strategy Rationale

By meeting as a grade level, teachers will share resources to integrate Science vocabulary into their instruction

Action Step 1 5

5th Grade teachers will meet weekly to plan for Science instruction

Person Responsible

Scott Lemaster

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Lesson Plans, Walkthroughs, Meeting minutes from planning session

Action Step 2 `5`

Utilize district support to provide professional development in addressing Science standards and vocabulary.

Person Responsible

Scott Lemaster

Schedule

Quarterly, from 9/14/2015 to 4/8/2016

Evidence of Completion

Lesson plans, Walkthroughs, PD Notes, Inservice Record Report

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

Lesson Plans and Common Planning Time Minutes

Person Responsible

Scott Lemaster

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Lesson Plans and Meeting Minutes will be viewed to monitor for implementation of vocabulary into instruction.

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

Scores will increase on District checkpoints

Person Responsible

Scott Lemaster

Schedule

Quarterly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Student item analysis from Performance Matters for District Checkpoints

G2. If core subject area teachers track standards, then student achievement will increase in all content areas. `1`

🔑 G074155

G2.B1 Lack of experience in tracking standards `2`

🔑 B193596

G2.B1.S1 Provide interactive training in tracking standards for teachers in grades 3-5. `4`

🔑 S205148

Strategy Rationale

This would allow teachers to understand how to track standards.

Action Step 1 `5`

The school will provide teachers with training on how to use the CASTLE Standards Tracker.

Person Responsible

Scott Lemaster

Schedule

Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion

The evidence of completion will be sign-in sheets from training and professional learning community minutes.

Action Step 2 `5`

Teachers will bring data to professional learning community meetings weekly.

Person Responsible

Scott Lemaster

Schedule

Weekly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Evidence of completion will be the professional learning community meeting minutes from each grade level.

Action Step 3 `5`

Collaborative team planning focused on tracking standards

Person Responsible

Scott Lemaster

Schedule

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

Evidence of Completion

Minutes from the meetings will be taken documenting tracking standards.

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

Administration will attend professional learning community meetings and review standard tracking data and conduct ongoing progress monitoring of the data.

Person Responsible

Scott Lemaster

Schedule

Weekly, from 9/15/2015 to 6/10/2016

Evidence of Completion

PLC minutes will be taken addressing the four questions (What do students need to know? How do we know that students know it? What do we do for the students that do not get it? What do we do for the students that already get it?).

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

Monitor evidence of implementation of standards tracking process

Person Responsible

Scott Lemaster

Schedule

Weekly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Visual standards trackers will be displayed in each classroom and grade level hallways.

G2.B1.S2 Utilize district support to provide professional development in addressing standards in core subject areas. `4`

S205149

Strategy Rationale

This would provide teachers with a better understanding of the Academic Plan and standards in core subject areas..

Action Step 1 `5`

Professional development opportunities utilizing district personnel

Person Responsible

Scott Lemaster

Schedule

Quarterly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Sign-in sheets and Calendar of PD dates that will be provided to us by the district personnel

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Sign-in sheets, inservice records, PLC minutes, and classroom walk-throughs

Person Responsible

Scott Lemaster

Schedule

Monthly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Sign-in sheets, inservice records, calendar of PD provided by district personnel, PLC minutes focused on standards tracking, classroom walk-throughs will be evidence that professional development has been provided and implemented focusing on tracking standards, and visual standards tracker in each classroom

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Monitor evidence of implementation of standards tracking process

Person Responsible

Schedule

Weekly, from 9/28/2015 to 6/10/2016

Evidence of Completion

Visual standards trackers will be displayed in each classroom and grade level hallways.

G3. If teacher engagement and student engagement increases, then student achievement will increase in all content areas. `1`

G074156

G3.B1 Not all teachers are familiar with student engagement strategies `2`

B193597

G3.B1.S1 Pair new teachers and new teachers to the district with mentoring teachers `4`

S205150

Strategy Rationale

With having new teachers and new teachers to the district paired with mentoring teachers, the new teachers will have someone to meet with and ask questions and get assistance with strategies for student engagement.

Action Step 1 `5`

New teachers and new teachers to the district will be paired up with a mentor teacher that has gone through the Clinical Education training. Mentors will observe APPLES teachers, meet with them regularly, an assist the new teachers with student engagement strategies.

Person Responsible

Amy Bobak

Schedule

On 6/10/2016

Evidence of Completion

Administration will collect APPLES binders from each teacher that should contain meeting notes from meetings, observation notes, and other required paperwork.

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

APPLES Binder

Person Responsible

Amy Bobak

Schedule

On 6/10/2016

Evidence of Completion

APPLES teachers and mentor teachers will keep record of meeting notes, observation notes, and other required assignments in the APPLES binder. The information from the binder will also be entered into the TrueNorthLogic program where administration can monitor fidelity of implementation.

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

Classroom walk-throughs, mid-year and final evaluations with APPLES teachers.

Person Responsible

Scott Lemaster

Schedule

Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion

From the classroom walk-throughs and observations, administration will have record of whether or not teachers are implementing the PD opportunities (Kagan, Choosing Excellence, Leader in Me, Thinking Maps, teaching strategies) that were provided during APPLES meetings and school-wide professional development. Mid-year and final evaluations will also be record of teachers putting their PD of student engagement into practice.

G3.B1.S2 Professional development opportunities will be offered to teachers in the area of student engagement. 4

Strategy Rationale

By offering professional development opportunities, teachers will have a better understanding of strategies to use in the classroom to increase student engagement.

Action Step 1 5

Staff will be trained in Kagan Cooperative Learning during preschool week and professional development opportunities throughout the year.

Person Responsible

Scott Lemaster

Schedule

Quarterly, from 8/14/2015 to 6/10/2016

Evidence of Completion

Sign-in sheets from Kagan Cooperative Learning professional development and school-wide professional development will be evidence.

Action Step 2 5

Teachers will be trained in Choosing Excellence.

Person Responsible

Scott Lemaster

Schedule

On 6/10/2016

Evidence of Completion

Inservice records from teachers that attend will be evidence.

Action Step 3 `5`

One Wednesday a month will be set aside for professional development in areas of need.

Person Responsible

Scott Lemaster

Schedule

Monthly, from 9/23/2015 to 5/25/2016

Evidence of Completion

Sign-in sheets from professional development sessions will be evidence.

Action Step 4 `5`

Staff will be trained in Leader in Me.

Person Responsible

Scott Lemaster

Schedule

On 10/26/2015

Evidence of Completion

Sign-in sheets from professional development sessions will be evidence.

Action Step 5 `5`

Staff will be trained in Thinking Maps and Writing Thinking Maps.

Person Responsible

Scott Lemaster

Schedule

On 8/20/2015

Evidence of Completion

Sign-in sheets from professional development sessions will be evidence.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Teachers will attend professional development opportunities (district and school-wide) relating to student engagement.

Person Responsible

Scott Lemaster

Schedule

Monthly, from 9/10/2015 to 6/10/2016

Evidence of Completion

Sign-in sheets, inservice records, and notes from trainings will be the evidence of implementation.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Classroom walk-throughs, observations, and meetings will be used ensure student engagement strategies are being learned and implemented.

Person Responsible

Scott Lemaster

Schedule

Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion

From the classroom walk-throughs, observations, grade level meetings, and APPLES meetings administration will have record of teachers implementing student engagement strategies that are presented during professional development.

G3.B2 Results from Teacher Gallop Survey show there are unclear teacher expectations [2]

🔑 B193598

G3.B2.S1 Regular meetings with the Tortuga Leadership Team and grade level team leaders will be held [4]

🔑 S205152

Strategy Rationale

The Tortuga Leadership Team is made up of administration, resource teachers, coaches, and TIF teachers. By meeting regularly with these teachers, information can be distributed correctly and efficiently to all teachers.

Action Step 1 [5]

Administration will schedule meetings for the Tortuga Leadership Team.

Person Responsible

Scott Lemaster

Schedule

Biweekly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Evidence will be e-mails with scheduled meeting times and meeting agendas and notes.

Action Step 2 [5]

Administration will schedule meetings for grade level team meetings.

Person Responsible

Schedule

Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Evidence will be e-mails with scheduled meeting times and meeting agendas and notes.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

A calendar will be filled out for when meetings are held.

Person Responsible

Scott Lemaster

Schedule

On 6/10/2016

Evidence of Completion

Evidence will be a calendar that shows meeting dates and meeting notes and agendas from the meetings.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Teacher Gallup Survey

Person Responsible

Scott Lemaster

Schedule

On 6/10/2016

Evidence of Completion

Through comparison of FY15 and FY16 Teacher Gallup Survey results, there will be an increase in the "I know what is expected of me at work" category.

G3.B2.S2 Grade levels will have weekly team meetings and PLC meetings. 4

S205153

Strategy Rationale

By having weekly team meetings and PLC meetings, grade levels will be able to share information and ask questions for understanding of school happenings, grade level happenings, and data analysis.

Action Step 1 5

Grade levels will hold weekly team meetings and PLC meetings.

Person Responsible

Scott Lemaster

Schedule

Weekly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Team leaders will keep agendas and meeting notes from the meetings.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Meeting notes and agendas will be sent to all grade level members and administration.

Person Responsible

Scott Lemaster

Schedule

Weekly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Evidence will be meeting notes and agendas will be kept by the team leader. These items will also be e-mailed out to all team members and also administration.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

Teacher Gallup Survey

Person Responsible

Scott Lemaster

Schedule

On 6/10/2016

Evidence of Completion

Through comparison of FY15 and FY16 Teacher Gallup Survey results, there will be an increase in the "I know what is expected of me at work" category.

G3.B2.S3 A "Week at a Glance" e-mail will be sent out at the beginning of each week to let staff know about upcoming events and expectations for the week. `4`

S205154

Strategy Rationale

By sending out a weekly e-mail teachers will know what is upcoming for the week and what is expected of them for the week.

Action Step 1 `5`

Administration will send out a "Week at a Glance" email at the beginning of each week.

Person Responsible

Scott Lemaster

Schedule

Weekly, from 9/7/2015 to 6/10/2016

Evidence of Completion

Evidence will be weekly e-mails that are sent to all staff describing what is going on around the school that week and expectations for the week.

Plan to Monitor Fidelity of Implementation of G3.B2.S3 `6`

Teachers will look for "Week at a Glance" e-mail from administration each Monday. Administration will receive a reminder if it is not sent out.

Person Responsible

Scott Lemaster

Schedule

Weekly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Weekly e-mails will be evidence that "Week at a Glance" is sent out to be reviewed and followed for the week. Observations by administration will be evidence that teachers are reading and reviewing the emails and following what is shared in the "Week at a Glance."

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 `7`

Teacher Gallop Survey

Person Responsible

Scott Lemaster

Schedule

On 6/10/2016

Evidence of Completion

Through comparison of FY15 and FY16 Teacher Gallup Survey results, there will be an increase in the "I know what is expected of me at work" category.

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	5th Grade teachers will meet weekly to plan for Science instruction	Lemaster, Scott	9/14/2015	Lesson Plans, Walkthroughs, Meeting minutes from planning session	6/10/2016 weekly
G2.B1.S1.A1	The school will provide teachers with training on how to use the CASTLE Standards Tracker.	Lemaster, Scott	9/15/2015	The evidence of completion will be sign-in sheets from training and professional learning community minutes.	6/10/2016 monthly
G2.B1.S2.A1	Professional development opportunities utilizing district personnel	Lemaster, Scott	9/10/2015	Sign-in sheets and Calendar of PD dates that will be provided to us by the district personnel	6/10/2016 quarterly
G3.B1.S1.A1	New teachers and new teachers to the district will be paired up with a mentor teacher that has gone through the Clinical Education training. Mentors will	Bobak, Amy	9/10/2015	Administration will collect APPLES binders from each teacher that should contain meeting notes from meetings,	6/10/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	observe APPLES teachers, meet with them regularly, an assist the new teachers with student engagement strategies.			observation notes, and other required paperwork.	
G3.B1.S2.A1	Staff will be trained in Kagan Cooperative Learning during preschool week and professional development opportunities throughout the year.	Lemaster, Scott	8/14/2015	Sign-in sheets from Kagan Cooperative Learning professional development and school-wide professional development will be evidence.	6/10/2016 quarterly
G3.B2.S1.A1	Administration will schedule meetings for the Tortuga Leadership Team.	Lemaster, Scott	9/15/2015	Evidence will be e-mails with scheduled meeting times and meeting agendas and notes.	6/10/2016 biweekly
G3.B2.S2.A1	Grade levels will hold weekly team meetings and PLC meetings.	Lemaster, Scott	9/15/2015	Team leaders will keep agendas and meeting notes from the meetings.	6/10/2016 weekly
G3.B2.S3.A1	Administration will send out a "Week at a Glance" email at the beginning of each week.	Lemaster, Scott	9/7/2015	Evidence will be weekly e-mails that are sent to all staff describing what is going on around the school that week and expectations for the week.	6/10/2016 weekly
G1.B1.S1.A2	Utilize district support to provide professional development in addressing Science standards and vocabulary.	Lemaster, Scott	9/14/2015	Lesson plans, Walkthroughs, PD Notes, Inservice Record Report	4/8/2016 quarterly
G2.B1.S1.A2	Teachers will bring data to professional learning community meetings weekly.	Lemaster, Scott	9/15/2015	Evidence of completion will be the professional learning community meeting minutes from each grade level.	6/10/2016 weekly
G3.B1.S2.A2	Teachers will be trained in Choosing Excellence.	Lemaster, Scott	11/1/2015	Inservice records from teachers that attend will be evidence.	6/10/2016 one-time
G3.B2.S1.A2	Administration will schedule meetings for grade level team meetings.		9/15/2015	Evidence will be e-mails with scheduled meeting times and meeting agendas and notes.	6/10/2016 monthly
G2.B1.S1.A3	Collaborative team planning focused on tracking standards	Lemaster, Scott	10/8/2015	Minutes from the meetings will be taken documenting tracking standards.	6/10/2016 weekly
G3.B1.S2.A3	One Wednesday a month will be set aside for professional development in areas of need.	Lemaster, Scott	9/23/2015	Sign-in sheets from professional development sessions will be evidence.	5/25/2016 monthly
G3.B1.S2.A4	Staff will be trained in Leader in Me.	Lemaster, Scott	10/26/2015	Sign-in sheets from professional development sessions will be evidence.	10/26/2015 one-time
G3.B1.S2.A5	Staff will be trained in Thinking Maps and Writing Thinking Maps.	Lemaster, Scott	8/18/2015	Sign-in sheets from professional development sessions will be evidence.	8/20/2015 one-time
G1.MA1	Track scores from baseline to midyear assessment data.	Lemaster, Scott	9/14/2015	Mid Year assessment to end of year assessment	6/10/2016 quarterly
G1.B1.S1.MA1	Scores will increase on District checkpoints	Lemaster, Scott	9/14/2015	Student item analysis from Performance Matters for District Checkpoints	6/10/2016 quarterly
G1.B1.S1.MA1	Lesson Plans and Common Planning Time Minutes	Lemaster, Scott	9/14/2015	Lesson Plans and Meeting Minutes will be viewed to monitor for implementation of vocabulary into instruction.	6/10/2016 weekly
G2.MA1	Track scores from baseline to midyear assessment data.	Lemaster, Scott	9/15/2015	Midyear data and end of year state assessment.	6/10/2016 weekly
G2.B1.S1.MA1	Monitor evidence of implementation of standards tracking process	Lemaster, Scott	9/15/2015	Visual standards trackers will be displayed in each classroom and grade level hallways.	6/10/2016 weekly
G2.B1.S1.MA1	Administration will attend professional learning community meetings and review standard tracking data and conduct ongoing progress monitoring of the data.	Lemaster, Scott	9/15/2015	PLC minutes will be taken addressing the four questions (What do students need to know? How do we know that students know it? What do we do for the students that do not get it? What do we do for the students that already get it?).	6/10/2016 weekly
G2.B1.S2.MA1	Monitor evidence of implementation of standards tracking process		9/28/2015	Visual standards trackers will be displayed in each classroom and grade level hallways.	6/10/2016 weekly
G2.B1.S2.MA1	Sign-in sheets, inservice records, PLC minutes, and classroom walk-throughs	Lemaster, Scott	9/28/2015	Sign-in sheets, inservice records, calendar of PD provided by district	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				personnel, PLC minutes focused on standards tracking, classroom walk-throughs will be evidence that professional development has been provided and implemented focusing on tracking standards, and visual standards tracker in each classroom	
G3.MA1	Track scores from baseline to midyear assessment data.	Lemaster, Scott	1/4/2016	Mid year data and end of year state assessments.	6/10/2016 semiannually
G3.B1.S1.MA1	Classroom walk-throughs, mid-year and final evaluations with APPLES teachers.	Lemaster, Scott	9/15/2015	From the classroom walk-throughs and observations, administration will have record of whether or not teachers are implementing the PD opportunities (Kagan, Choosing Excellence, Leader in Me, Thinking Maps, teaching strategies) that were provided during APPLES meetings and school-wide professional development. Mid-year and final evaluations will also be record of teachers putting their PD of student engagement into practice.	6/10/2016 monthly
G3.B1.S1.MA1	APPLES Binder	Bobak, Amy	9/10/2015	APPLES teachers and mentor teachers will keep record of meeting notes, observation notes, and other required assignments in the APPLES binder. The information from the binder will also be entered into the TrueNorthLogic program where administration can monitor fidelity of implementation.	6/10/2016 one-time
G3.B2.S1.MA1	Teacher Gallup Survey	Lemaster, Scott	2/1/2016	Through comparison of FY15 and FY16 Teacher Gallup Survey results, there will be an increase in the "I know what is expected of me at work" category.	6/10/2016 one-time
G3.B2.S1.MA1	A calendar will be filled out for when meetings are held.	Lemaster, Scott	9/15/2015	Evidence will be a calendar that shows meeting dates and meeting notes and agendas from the meetings.	6/10/2016 one-time
G3.B1.S2.MA1	Classroom walk-throughs, observations, and meetings will be used ensure student engagement strategies are being learned and implemented.	Lemaster, Scott	9/15/2015	From the classroom walk-throughs, observations, grade level meetings, and APPLES meetings administration will have record of teachers implementing student engagement strategies that are presented during professional development.	6/10/2016 monthly
G3.B1.S2.MA1	Teachers will attend professional development opportunities (district and school-wide) relating to student engagement.	Lemaster, Scott	9/10/2015	Sign-in sheets, inservice records, and notes from trainings will be the evidence of implementation.	6/10/2016 monthly
G3.B2.S2.MA1	Teacher Gallup Survey	Lemaster, Scott	2/1/2016	Through comparison of FY15 and FY16 Teacher Gallup Survey results, there will be an increase in the "I know what is expected of me at work" category.	6/10/2016 one-time
G3.B2.S2.MA1	Meeting notes and agendas will be sent to all grade level members and administration.	Lemaster, Scott	9/15/2015	Evidence will be meeting notes and agendas will be kept by the team leader. These items will also be e-mailed out to all team members and also administration.	6/10/2016 weekly
G3.B2.S3.MA1	Teacher Gallop Survey	Lemaster, Scott	2/1/2016	Through comparison of FY15 and FY16 Teacher Gallup Survey results, there will be an increase in the "I know what is expected of me at work" category.	6/10/2016 one-time
G3.B2.S3.MA1	Teachers will look for "Week at a Glance" e-mail from administration each	Lemaster, Scott	9/14/2015	Weekly e-mails will be evidence that "Week at a Glance" is sent out to be reviewed and followed for the week.	6/10/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Monday. Administration will receive a reminder if it is not sent out.			Observations by administration will be evidence that teachers are reading and reviewing the emails and following what is shared in the "Week at a Glance."	

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. If core subject area teachers track standards, then student achievement will increase in all content areas.

G2.B1 Lack of experience in tracking standards

G2.B1.S1 Provide interactive training in tracking standards for teachers in grades 3-5.

PD Opportunity 1

The school will provide teachers with training on how to use the CASTLE Standards Tracker.

Facilitator

District Personnel, trained school personnel

Participants

Tortuga Preserve Elementary Teachers

Schedule

Monthly, from 9/15/2015 to 6/10/2016

G2.B1.S2 Utilize district support to provide professional development in addressing standards in core subject areas.

PD Opportunity 1

Professional development opportunities utilizing district personnel

Facilitator

Lee Hughes, Science; Candace Allevato, Math; Jeanette Walsh, Math; Christine Busenbark; ELA; Brandy Macchia, STAR

Participants

All Tortuga Teachers

Schedule

Quarterly, from 9/10/2015 to 6/10/2016

G3. If teacher engagement and student engagement increases, then student achievement will increase in all content areas.

G3.B1 Not all teachers are familiar with student engagement strategies

G3.B1.S2 Professional development opportunities will be offered to teachers in the area of student engagement.

PD Opportunity 1

Staff will be trained in Kagan Cooperative Learning during preschool week and professional development opportunities throughout the year.

Facilitator

Kagan Trainer, school trainers

Participants

Tortuga Preserve Elementary Teachers

Schedule

Quarterly, from 8/14/2015 to 6/10/2016

PD Opportunity 2

Teachers will be trained in Choosing Excellence.

Facilitator

District Personnel

Participants

Teachers not previously trained in Choosing Excellence

Schedule

On 6/10/2016

PD Opportunity 3

One Wednesday a month will be set aside for professional development in areas of need.

Facilitator

School Trainers, District Trainers

Participants

Tortuga Preserve Elementary Teachers

Schedule

Monthly, from 9/23/2015 to 5/25/2016

PD Opportunity 4

Staff will be trained in Leader in Me.

Facilitator

Leader in Me trainer

Participants

Tortuga Preserve Elementary Teachers

Schedule

On 10/26/2015

PD Opportunity 5

Staff will be trained in Thinking Maps and Writing Thinking Maps.

Facilitator

School Trainers - Aulenbach, Joyce, Smith, Hammond

Participants

Tortuga Preserve Elementary Teachers

Schedule

On 8/20/2015

Technical Assistance Items

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

G3. If teacher engagement and student engagement increases, then student achievement will increase in all content areas.

G3.B2 Results from Teacher Gallop Survey show there are unclear teacher expectations

G3.B2.S3 A "Week at a Glance" e-mail will be sent out at the beginning of each week to let staff know about upcoming events and expectations for the week.

PD Opportunity 1

Administration will send out a "Week at a Glance" email at the beginning of each week.

Facilitator

Administration

Participants

Tortuga Preserve Elementary Teachers

Schedule

Weekly, from 9/7/2015 to 6/10/2016

Budget

Budget Data

1	G1.B1.S1.A1	5th Grade teachers will meet weekly to plan for Science instruction	$0.00
2	G1.B1.S1.A2	Utilize district support to provide professional development in addressing Science standards and vocabulary.	$0.00
3	G2.B1.S1.A1	The school will provide teachers with training on how to use the CASTLE Standards Tracker.	$0.00
4	G2.B1.S1.A2	Teachers will bring data to professional learning community meetings weekly.	$0.00
5	G2.B1.S1.A3	Collaborative team planning focused on tracking standards	$0.00
6	G2.B1.S2.A1	Professional development opportunities utilizing district personnel	$0.00
7	G3.B1.S1.A1	New teachers and new teachers to the district will be paired up with a mentor teacher that has gone through the Clinical Education training. Mentors will observe APPLES teachers, meet with them regularly, an assist the new teachers with student engagement strategies.	$0.00
8	G3.B1.S2.A1	Staff will be trained in Kagan Cooperative Learning during preschool week and professional development opportunities throughout the year.	$7,000.00

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0597 - Tortuga Preserve Elementary School	Title I Part A		$7,000.00
			Notes: Kagan			
9	G3.B1.S2.A2	Teachers will be trained in Choosing Excellence.				$0.00
10	G3.B1.S2.A3	One Wednesday a month will be set aside for professional development in areas of need.				$0.00
11	G3.B1.S2.A4	Staff will be trained in Leader in Me.				$1,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0597 - Tortuga Preserve Elementary School	Title II		$1,250.00
			Notes: Leader In Me			
12	G3.B1.S2.A5	Staff will be trained in Thinking Maps and Writing Thinking Maps.				$0.00
13	G3.B2.S1.A1	Administration will schedule meetings for the Tortuga Leadership Team.				$0.00
14	G3.B2.S1.A2	Administration will schedule meetings for grade level team meetings.				$0.00
15	G3.B2.S2.A1	Grade levels will hold weekly team meetings and PLC meetings.				$0.00
16	G3.B2.S3.A1	Administration will send out a "Week at a Glance" email at the beginning of each week.				$0.00
					Total:	$8,250.00