

Alachua County Public Schools

William S. Talbot Elem School



2016-17 Schoolwide Improvement Plan

William S. Talbot Elem School

5701 NW 43RD ST, Gainesville, FL 32653

<https://www.sbac.edu/talbot>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	B	

**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 was approved by the Alachua County School Board on 10/18/2016.

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 a monitoring status of "Former F" (see page 4). 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	40
Professional Development Opportunities	40
Technical Assistance Items	44
Appendix 3: Budget to Support Goals	44

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for William S. Talbot Elem School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To teach children in a way that promotes academic growth and life-long learning within a safe environment, which recognizes the diversity of childrens' needs and abilities.

We are committed to the success of every student!

b. Provide the school's vision statement.

W. S. Talbot Elementary School strives for excellence by actively involving all students, parents, staff and the community in a safe, nurturing and respectful environment.

2. School Environment

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

Talbot's teachers and staff build relationships with students and families by making phone calls, home visits and welcoming families into our school. On the Friday before school begins, we host a "Meet the Teacher" event, where students and their families can visit the school, meet the teacher and see their classroom. After school begins, we hold our annual Open House. During Open House, teachers present information about class rules, procedures, and behavior and academic expectations. Teachers schedule conferences throughout the year. Special time is set aside during the fall semester for teachers to hold late afternoon and evening conferences to accommodate parents' varying schedules.

In addition, we have an evening International Fair where families (and some of Talbot's teachers) share information, photos, maps and foods relating to their culture.

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

Teachers and staff have assigned posts around our campus where students are safely monitored throughout the day. Patrols, faculty and staff welcome and greet families and students each morning and when leaving in the afternoon. We have a school-wide crisis plan that is reviewed with faculty and staff members at the beginning of the year. Each teacher reviews the emergency drill information with the students during the first week of school. We conduct monthly fire drills, at least two inclement weather drills, and two lock-down drills each year.

Volunteers are required to complete a district volunteer application before volunteering in classrooms or on field trips. These forms must be reviewed and approved by the volunteer coordinator.

Visitors and volunteers must enter through the main office. All other access points on campus are locked during the school day. Visitors must present a government-issued identification and receive a name-tag before entering the building. Our school is equipped with a security door that must be activated by the person at the front desk for anyone to access our main building.

A Gainesville Police Department officer serves as our School Resource Officer. We share this officer with another school. When on campus, the officer interacts with the students during lunch time, helps

with morning and afternoon duty, attends parent meetings, conferences with students, and serves as a resource and support for the teachers and administrators.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

We believe that students have a right to an education with minimal distractions. A positive behavior system within each classroom is a common thread throughout our school. We have implemented Positive Behavior and Intervention Support (PBIS) Students and teachers model and discuss the school-wide expectations. The PBIS team developed four school-wide expectations. This common language is used throughout the school by all school personnel. These expectations, as well as classrooms rules and procedures and/or consequences and rewards are posted throughout the school and in classrooms for students to view. When off-task behavior is noted, teachers provide students with a warning. If the negative behavior continues, a time out may occur followed by a note or call home to the parent. Students with continuous or more serious behavior concerns may be referred to the Behavior Resource Teacher (BRT), Assistant Principal or Principal. Students who may need support in conflict resolution and/or peer relationships can work with the school counselor in small groups or on an individual basis as needed.

Training for improving student behavior or help with behavior management may be provided for teachers.

The PBS meets monthly to review behavior data, assess the effective of the program and make adjustments as needed.

When new students enroll at Talbot, they are provided with the school handbook, the school calendar, a copy of the district Student Code of Conduct and a parent guide. Individual teachers provide the students with information specific to their class regarding classroom rules and procedures and behavior expectations.

d. 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.

Talbot ensures the social-emotional needs of students through peer mentors and counseling services. Our school counselor sees students weekly through individual or group sessions.

Students who qualify are given food backpacks that are taken home on the weekends and returned. The school counselor is involved in helping homeless families with bus transportation to and from school as well as teaching classroom guidance lessons that cover academic social/emotional career awareness domains. As a school, we try to increase pro social behaviors with bullying prevention and the "No Name Calling" program. As a faculty, we also promote a time of "Giving" during the fall and winter holidays.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Teachers and administrators communicate with parents on a daily to weekly basis by email, newsletters or in person. The school uses the Black Board emails and phone system to send out email and recorded messages to parents about upcoming school activities. We strive to make families feel welcome as soon as they step onto our campus. Parents are informed of their child's progress by interim reports, report cards, and Progress Monitoring Plans (if applicable). Teachers send home weekly, biweekly or monthly class newsletters. We also schedule evening conference times to accommodate parents who are unable to attend conferences during the day.

We offer many events that we feel help instill the love of learning. Some of our events include Book Fair, Stories and Cookies Night, International Fair, STEM (Science, Technology, Engineering and Math) Night and the Sunshine State Young Reader Award Program.

2. 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.

The school principal spearheads the process of establishing and fostering business and community partnerships. She makes contacts with potential partners via personal phone calls and by visiting their establishments. In addition, she invites members of the community to serve on our School Advisory Council and solicits their help with providing donations of time and money. She also actively seeks opportunities for grants through these businesses and fosters relationships that are on-going. In addition, other support staff members such as the Assistant Principal, School Counselor and teacher leaders approach potential partners as well. Talbot Elementary has also forged a strong partnership with the Pine Ridge Community Center, a center dedicated to helping some of our students who are most in need of support. Teachers and staff provide information and support the community center volunteers to assist them in tutoring the students who attend the center's after school program.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Dell, Nannette	Principal
Linn, Valerie	School Counselor
Feagin, Deanna	Assistant Principal
McNichols, Austin	Dean

b. Duties

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

The Principal, Assistant Principal, the Behavior Resource Teacher (BRT), and School Counselor comprise the school leadership team. The leadership team meets weekly to discuss curriculum, behavior and guidance programs, as well as student and teacher needs. The leadership team helps to monitor and support curriculum implementation. Members of the leadership team meet with grade

level teams quarterly to discuss data and make instructional decisions based on the data.

Talbot's principal serves as the instructional leader for the school. She oversees all curricular decisions. The school principal also observes and provides feedback to the teachers regarding effective instructional practices. She helps support a common vision for the use of data based decision making, ensures the school based team is implementing RtI, coordinates and/or provides professional development, conducts classroom walk-throughs, participates in grade level data chat meetings and other grade level meetings, facilitates leadership team meetings and team leader meetings. The principal also communicates with parents regularly through email, phone messages, newsletters, and parent conferences to share information and to address concerns and questions.

Talbot's Assistant Principal provides curriculum support and training for teachers, provides assessment and data support, and serves as assessment coordinator. The Assistant Principal also provides behavior support and training for teachers, helps develop behavior interventions, monitors behavior data for individual students and school-wide behavior trends and supports the teachers in the implementation of Above the Line program. The Assistant Principal also serves as the Healthy School Teams Chairperson. The Assistant principal also conducts classroom walk-throughs, teacher observations, and faculty and staff evaluations.

The School Counselor provides training and support in the RtI process annually and as needed, collaborates and consults with teachers, facilitates leadership meetings related to RtI, monitors scheduling of Educational Planning Team meetings, facilitates Educational Planning Team meetings, teaches students through classroom guidance lessons, is responsible for scheduling of ESE meetings and 504 meetings, and works with parents of students who have academic and/or social concerns. The School Counselor also oversees programs that support our families such as the food basket and holiday gift drives, Unity Day, and No-name Calling Day. Our School Counselor is the chairperson for the Trauma Sensitive Schools team and is the ESE team leader.

The Behavior Resource Teacher (BRT) provides behavior support and training for students, teachers, and families, helps develop and implement behavior interventions, helps to implement and monitor the school-wide behavior plan, compiles and shares behavior data with the faculty.

2. 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.

As a school, we strive to use data to drive instruction. In an effort to provide support, our leadership team meets on a regular basis (once per week on Mondays) to discuss individual students and their progress. In addition, teachers have an opportunity to review data on an on-going basis to determine the level of support needed for every child. Meetings occur at grade levels and across grade levels to determine how to best meet the needs of our population of students.

Title II-Our district receives funds that enable us to support our educational programs through the purchase of technology. Technology helps increase learner engagement while exposing students to the technology they will need to be successful adults. In addition to technology, district coaches (technology coach and mentor coach) help support the instructional goals of our school.

Title III- Our district provides support through educational materials for our English Language Learners.

In addition, given the number of ELL students we serve, we receive additional support for our

students via afterschool tutoring.

Title X- Our district's Homeless Coordinator serves as a liaison to the school as we work together to provide our homeless students with the resources they need.

Supplemental Academic Instruction- It is with this funding that we are able to provide our third graders who need remediation with an extended school year opportunity.

Violence Prevention Programs-Our district has adopted a zero tolerance to bullying initiative. Our school promotes this stance on a daily basis.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nannette Dell	Principal
Vance Crowder	Business/Community
Rusty Daugherty	Business/Community
Jennifer Davis	Teacher
Rebecca Howland	Teacher
Jagadish Swamy	Parent
Alisha Roberts	Parent
Anne Dale	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

Each year, after test scores and school grades are released, the SAC meets to discuss the scores, school grade, and to review the previous School Improvement Plan. At that time, the SAC members discuss the effectiveness of the plan. The SAC members also provide input regarding strategies and ideas to include in the plan for the upcoming school year.

b. Development of this school improvement plan

The School Advisory Council helps with the creation and evaluation of the School Improvement Plan. In addition, they work closely with the principal to approve the expenditure of lottery funds and ensure they are tied to the School Improvement Plan. Through regularly scheduled meetings, the SAC contributes to the decision-making process of the school,

c. Preparation of the school's annual budget and plan

The budget and plan are prepared based on information from the previous year. Any expenditure from the lottery funds were approved by the School Advisory Committee. School advisory chair approved and signed off on the school budget.

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

Math Club -- \$1235.00 (Advanced Placement Funds)
Substitutes for curriculum planning - \$76.00 (Advanced Placement Funds)
Salaries for additional personnel time - \$3453.00 (Advanced Placement Funds)
Robotics - \$3685.00 (Advanced Placement Funds)
Raptor System - \$480.00 (Advanced Placement Funds)

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dell, Nannette	Principal
Feagin, Deanna	Assistant Principal
Linn, Valerie	School Counselor
Skipper, Sarah	Teacher, K-12
Clemons, Kathy	Teacher, K-12
Dean, Kristen	Teacher, K-12
Dankovich, Kristen	Teacher, K-12
McCombs, Molly	Teacher, K-12
Rivera, Gina	Teacher, K-12
McNichols, Austin	Dean
Raysin, Rebecca	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team consists of team leaders from each grade level. The LLT provides the leadership for reading initiatives throughout the school.

Team Leaders work with their teams to formulate plans for grade level presentations and activities related to reading and literacy. Students in grades three through five are encouraged and rewarded for reading Sunshine State Reader books. Students who reach their goal are recognized by the principal on the announcements. A party for all students who reach their goal is planned for the end of the year.

The Media Specialist shares information with the teachers about materials in the Media Center through a quarterly newsletter. The Media Specialist promotes reading throughout the day through her media classes. She develops monthly displays of themed books for student to review and checkout.

The committee also plans to focus on strengthening the home/school relationship. Members from the

LLT will meet with staff and volunteers from a community center in one of our neighborhoods to provide guidance and materials for the students. We will provide literacy opportunities beyond the school day that foster the parent/child relationship in regards to reading.

D. Public and Collaborative Teaching

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

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

Teachers meet weekly to collaborate with their respective teams. This time is set aside as uninterrupted time. Time is utilized to plan, brainstorm ideas, write lesson plans, and review data with the purpose of identifying trends. Every team has also developed a systematic plan for familiarizing themselves with the standards and test specifications for the new FSA. In addition, they are spending time looking at item specifications and refining their plans to best meet the needs of all students.

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

Our district actively pursues qualified teacher applicants via job fairs and the use of our district website. In addition, we work to retain faculty by providing them with a variety of supports. Each beginning teacher is assigned a district mentor coach who works with them on a daily basis. In addition, the principal assigns an informal mentor coach to beginning and new teachers within the school. Our Leadership Team comprised of Principal, Assistant Principal, Behavior Resource Teacher, and Guidance Counselor provide daily support as well.

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

Our county provides district mentors to support our beginning teachers on a regular basis. In addition to meeting with beginning teachers, they provide active support in the classroom to provide feedback and model lessons. Our school also provides teachers with the opportunity to observe other teachers who teach the same grade level so they can observe best practices in action. In addition to the support provided by the district, our leadership team including Principal, Assistant Principal and School Counselor, and Team Leaders work to provide new teachers with the support they need on a regular basis.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our Principal and Assistant Principal attend monthly meetings to ensure that our programs, texts and materials are endorsed by our district. Our district has also provided the teachers with Instructional calendars and information which they can access through Canvas.

Collaborative team planning meetings are scheduled weekly. Cross-grade level planning meeting times are scheduled throughout the year for teachers to meet with peers from other teams to collaborate and plan.

On-site professional development opportunities are made available.

Two Technology Fairs are scheduled so that teachers can learn about available technology material and programs that can enhance their instruction.

The school administrators regularly conduct classroom snapshot and observations to ensure the core programs and materials are aligned to Florida's standards.

b. Instructional Strategies

1. 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.

As a school, we are committed to using data as a critical piece of planning meaningful instruction. In an effort to provide support, our leadership team meets on a regular basis (once per week) to discuss individual students and their progress. In addition, teachers have an opportunity to review data on an on-going basis to determine the level of support needed for every child. Meetings occur at grade levels and across grade levels to determine how to best meet the needs of our population of students.

Students in our lowest quartile are placed on a progress monitoring plan (PMP). Within this plan, teachers list the areas of struggle and ways that they will work to help students become proficient. Also, a teacher may implement Response to Intervention (RTi) where she/he can differentiate their instruction by providing rigorous literacy or math stations and guided reading or math groups while focusing on specific needs for students.

2. 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: 2,400

Given that we are not a Title I school, but have approximately 32% of our students who are on free and reduced lunch, we are committed to providing at least one grade level with additional tutoring with a certified teacher two to three times per week for 20 weeks. While not all students who are served through this program are on free and reduced lunch, we are focusing on students who have multiple risk factors (ie. poor attendance, low grades, behavior). Given limited funds, our focus for after school tutoring is on third grade students.

Strategy Rationale

Providing extra time and targeted help for struggling students with core academic instruction will give students more time on task and help close the gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Feagin, Deanna , feagindm@gm.sbac.edu

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

Teacher observation and data from Fast ForWord, (a cognitive skills-building program endorsed by our school district) and data from IStation will be used to determine the effectiveness of the strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

In an effort to ensure a smooth transition from preschool to kindergarten, we will continue to provide a Kindergarten Round Up in the spring to disseminate information to parents and allow students to familiarize themselves with our building and setup. In addition, we will once again plan to offer a screening opportunity to aid in the placement of students. Our goal is to achieve balanced classes. We will also continue to offer tours to families who will have children entering our school. For our students moving to middle school, opportunities exist for them to shadow at the middle school level and also attend Open House.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement and gains in math and reading will increase.
- G2.** We will use on-going monitoring of student data to help drive instruction.
- G3.** As a faculty and staff, we will continue to enhance the culture of our school by working to help meet the academic and social needs of all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Student achievement and gains in math and reading will increase. 1a

 G085213

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0
Math Gains	70.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of time for instruction.
- Varied ability.
- Limited practice with computer-based programs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reflex Math
- IXL Math
- CPalms
- Reading and math textbooks
- Fast ForWord
- Sunshine Math
- Kagan Structures

Plan to Monitor Progress Toward G1. 8

Student on-going progress monitoring (AIMS), weekly class assessment and FSA data will be reviewed.

Person Responsible

Nannette Dell

Schedule

Monthly, from 10/24/2016 to 6/6/2017

Evidence of Completion

AIMS data, class assessment data and FSA scores

G2. We will use on-going monitoring of student data to help drive instruction. 1a

G085214

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA Mathematics Achievement	78.0
FCAT 2.0 Science Proficiency	86.0

Targeted Barriers to Achieving the Goal 3

- Understanding the data.
- Time to interpret data and plan for instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PCG Data Reports with ongoing progress monitoring data
- Weekly/Biweekly classroom assessments
- FSA data reports

Plan to Monitor Progress Toward G2. 8

We will review student data quarterly to determine if the students are making academic progress.

Person Responsible

Nannette Dell

Schedule

Every 6 Weeks, from 9/15/2016 to 6/6/2017

Evidence of Completion

Student data reports

Plan to Monitor Progress Toward G2. 8

In correlation with the data meetings, teachers will complete a reflection and goal setting form based on information gained from their data.

Person Responsible

Nannette Dell

Schedule

Every 6 Weeks, from 9/15/2016 to 6/6/2017

Evidence of Completion

The principal and assistant principal will reflect and review the reflection and goal setting form.

G3. As a faculty and staff, we will continue to enhance the culture of our school by working to help meet the academic and social needs of all students. 1a

G085215

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	15.0
One or More Suspensions	10.0

Targeted Barriers to Achieving the Goal 3

- Students have experienced trauma that impacts their success in school.
- Understanding of different cultural groups and the challenges some families may face.
- Students need to be taught appropriate behavior.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Trauma Sensitive Training
- Classroom Guidance Lessons
- Harmony Program
- Positive Behavior Intervention Support (PBIS)

Plan to Monitor Progress Toward G3. 8

Faculty and staff will be looking at suspension data and behavior challenges within the classroom, as well as ongoing academic progress monitoring tools.

Person Responsible

Austin McNichols

Schedule

Every 6 Weeks, from 9/15/2016 to 6/6/2017

Evidence of Completion

Suspension, time-out data, AIMS assessment 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

 = Problem Solving Step  S123456 = Quick Key


G1. Student achievement and gains in math and reading will increase. 1

 G085213

G1.B1 Lack of time for instruction. 2

 B226603

G1.B1.S1 Provide after-school tutoring for targeted students. 4

 S239082

Strategy Rationale

Students who are struggling need extra time for instruction and practice.

Action Step 1 5

Invite selected students to attend after school tutoring sessions.

Person Responsible

Deanna Feagin

Schedule

Weekly, from 10/24/2016 to 3/30/2017

Evidence of Completion

Action Step 2 5

Provide After School Tutoring to selected students (2 times per week)

Person Responsible

Deanna Feagin

Schedule

Weekly, from 10/25/2016 to 3/30/2017

Evidence of Completion

Attendance sheets and lesson plans for after school tutoring

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

Attendance sheets for tutoring program will be collected. Academic data or students attending will be monitored.

Person Responsible

Nannette Dell

Schedule

Weekly, from 10/24/2016 to 3/30/2017

Evidence of Completion

Attendance sheets and student academic data.

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

Attendance will be monitored. Lessons will be monitored by administrators.

Person Responsible

Nannette Dell

Schedule

Weekly, from 10/24/2016 to 6/6/2017


Evidence of Completion

Student attendance and administrator snapshots

G1.B2 Varied ability. 2

 B226604

G1.B2.S1 Use small group, differentiated instruction to provide more individualized instruction. 4

 S239083

Strategy Rationale

By using small group, differentiated instruction, lessons can be tailored to individual needs indicated through on-going progress monitoring.

Action Step 1 5

Provide a training for teachers on small group, differentiated instruction best practices.

Person Responsible

Nannette Dell

Schedule

Evidence of Completion

Training attendance log and training agenda

Action Step 2 5

Implement small group instruction in reading and/or math classrooms.

Person Responsible

Nannette Dell

Schedule

Daily, from 8/15/2016 to 6/6/2017

Evidence of Completion

Classroom snapshot data

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

Administrators will conduct classroom snap shots to monitor use of small groups and differentiated instruction.

Person Responsible

Nannette Dell

Schedule

Weekly, from 8/15/2016 to 6/6/2017

Evidence of Completion

Classroom snap shot data reports

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

On-going progress monitoring results will be reviewed.

Person Responsible

Nannette Dell

Schedule

Every 6 Weeks, from 8/15/2016 to 6/6/2017

Evidence of Completion

AIMS and classroom assessment data

G1.B3 Limited practice with computer-based programs **2**

 B226605

G1.B3.S1 Utilize IXL Math and Reflex Math programs to provide extra computer-based practice for math skills. **4**

 S239084

Strategy Rationale

Instruction and assessments are moving to a computer-based format. However, many students do not get an opportunity to practice and/or demonstrate their knowledge using a computer-based format.

Action Step 1 **5**

Provide teacher training on computer-based programs.

Person Responsible

Austin McNichols

Schedule

On 9/28/2016

Evidence of Completion

Attendance Check Sheets

Action Step 2 **5**

Provide a scheduled computer lab time for all classes.

Person Responsible

Deanna Feagin

Schedule

Weekly, from 8/15/2016 to 6/6/2017

Evidence of Completion

Collect usage reports from IXL and Relfex Math

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrators will observe students utilizing programs and data reports will be reviewed.

Person Responsible

Nannette Dell

Schedule

Weekly, from 8/15/2016 to 6/6/2017

Evidence of Completion

Classroom Snap shots and computer usage reports

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrators will look at computer reports to determine length of usage and student performance.

Person Responsible

Deanna Feagin

Schedule

Weekly, from 8/15/2016 to 6/6/2017

Evidence of Completion

IXL and Reflex Math reports

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrators will look at computer reports to determine length of usage and student performance.

Person Responsible

Deanna Feagin

Schedule

Weekly, from 8/15/2016 to 6/6/2017

Evidence of Completion

IXL and Reflex Math reports

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrators will look at computer reports to determine length of usage and student performance.

Person Responsible

Deanna Feagin

Schedule

Weekly, from 8/15/2016 to 6/6/2017

Evidence of Completion

IXL and Reflex Math reports

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrators will look at computer reports to determine length of usage and student performance.

Person Responsible

Deanna Feagin

Schedule

Weekly, from 8/15/2016 to 6/6/2017

Evidence of Completion

IXL and Reflex Math reports

G2. We will use on-going monitoring of student data to help drive instruction. 1

 G085214

G2.B1 Understanding the data. 2

 B226606

G2.B1.S1 Provided updated training regarding PCG data reports for all teachers, and conduct data meeting every six weeks with each grade level. 4

 S239085

Strategy Rationale

Providing training will assist the teachers in understanding how to access the data reports, as well as how to interpret the data. The data meeting will provide the teachers with an opportunity to analyze and discuss data with team members and members of the leadership team

Action Step 1 5

Teacher representatives will provide training to the teacher during a faculty meeting. The teachers will also provide on-going support in the use of the PCG data platform.

Person Responsible

Deanna Feagin

Schedule

Evidence of Completion

Printed data reports

Action Step 2 5

Teachers will meet every six weeks with a member of the leadership team to analyze and review student data, and make instructional decisions based on this data.

Person Responsible

Deanna Feagin

Schedule

Every 6 Weeks, from 9/15/2016 to 6/6/2017

Evidence of Completion

We will use teacher reflection sheets and student data reports as evidence of data driven instruction.

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

Teachers will utilize data notebooks to be used at data and other meetings such as IEP and EPT meetings.

Person Responsible

Nannette Dell

Schedule

Every 6 Weeks, from 9/15/2016 to 6/6/2017

Evidence of Completion

Notes will be taken during the data meetings to review at each subsequent meeting. Data from each meeting will be added to data notebooks.

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

Members of the leadership team will attend data meetings and help interpret data, provide feedback and answer questions.

Person Responsible

Nannette Dell

Schedule

Every 6 Weeks, from 9/15/2016 to 6/6/2017

Evidence of Completion

Data notebooks and data meeting minutes

G2.B2 Time to interpret data and plan for instruction. **2**

 B226607

G2.B2.S1 Provide release time for teacher once each semester to meet as a team to analyze data and plan intervention lessons. **4**

 S239086

Strategy Rationale

Teachers can exchange ideas and use data to plan effective intervention and enrichment lesson to meet the needs of all students.

Action Step 1 **5**

Teachers will be provided a half-day substitute once each semester so that teams can meet to analyze data and plan for instruction.

Person Responsible

Deanna Feagin

Schedule

Semiannually, from 11/1/2016 to 6/6/2017

Evidence of Completion

Lesson plans

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

Administrators will attend meetings.

Person Responsible

Deanna Feagin

Schedule

Semiannually, from 9/15/2016 to 6/6/2017

Evidence of Completion

Team meeting notes

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

Teacher observation and feedback.

Person Responsible

Deanna Feagin

Schedule

Semiannually, from 9/15/2016 to 6/6/2017

Evidence of Completion

Lesson Plans and teacher feedback.

G3. As a faculty and staff, we will continue to enhance the culture of our school by working to help meet the academic and social needs of all students. 1

G085215

G3.B1 Students have experienced trauma that impacts their success in school. 2

B226608

G3.B1.S1 Implement Trauma Sensitive School Improvement plan. 4

S239087

Strategy Rationale

Teachers who have an understanding about how trauma affects students will engage in reflective practices and learn and implement new strategies.

Action Step 1 5

We will provide follow up training to all faculty and staff members.

Person Responsible

Valerie Linn

Schedule

On 11/2/2016

Evidence of Completion

The guidance counselor will collect sign in sheets.

Action Step 2 5

Hold Trauma Sensitive School Team meetings five times during the school year.

Person Responsible

Valerie Linn

Schedule

Every 2 Months, from 9/21/2016 to 6/7/2017

Evidence of Completion

The team will keep detailed minutes of meetings.

Action Step 3 5

We will host a presentation by a local expert in parent/child therapy (PCIT) for teacher to learn additional effective communication.

Person Responsible

Valerie Linn

Schedule

On 1/25/2017

Evidence of Completion

Mrs. Linn will collect sign in sheets for the training.

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

Teachers will complete a survey after the trainings to gauge their understanding of the material and how they plan to use the information gained in their classrooms.

Person Responsible

Valerie Linn

Schedule

On 11/2/2016

Evidence of Completion

Survey results will be collected.

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

Academic and behavior data will be reviewed, monitored and shared with faculty.

Person Responsible

Austin McNichols

Schedule

Every 6 Weeks, from 9/15/2016 to 6/6/2017


Evidence of Completion

AIMS assessment data, classroom assessment data, and behavior reports.

G3.B2 Understanding of different cultural groups and the challenges some families may face. **2**

 B226609

G3.B2.S1 Implement social-emotional learning activities in all classrooms. **4**

 S239088

Strategy Rationale

When student have the opportunity to participate in social-emotional learning, they learn to communicate, problem solve, develop relationships and appreciate diversity. These skills assist in building strong classroom communities and decreasing behavior issues.

Action Step 1 **5**

Utilize the Harmony Program (a social-emotional learning program).

Person Responsible

Nannette Dell

Schedule

Weekly, from 10/5/2016 to 6/6/2017

Evidence of Completion

Feedback from teachers, lesson plans and classroom snapshots

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

Teachers will provide feedback regarding the use of the Harmony program. Administrators will observe lesson in the classrooms.

Person Responsible

Nannette Dell

Schedule

Monthly, from 10/5/2016 to 6/6/2017

Evidence of Completion

Lesson plans, teacher feedback and observation notes

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

Students will provide feedback about what they have learned through the program. Student behavior data will also be reviewed.

Person Responsible

Valerie Linn

Schedule

Monthly, from 10/5/2016 to 6/6/2017

Evidence of Completion

Student survey and behavior data

G3.B3 Students need to be taught appropriate behavior. **2**

 B226610

G3.B3.S1 Implement the Positive Behavior Intervention Support (PBIS) program with fidelity school-wide. **4**

 S239089

Strategy Rationale

With the implementation of PBIS, students' positive behavior will increase and negative behavior will decrease resulting in more improved student engagement.

Action Step 1 **5**

The PBIS team will develop a Positive Behavior Intervention Support plan with school-wide expectations and share the plan with the faculty.

Person Responsible

Austin McNichols

Schedule

On 8/8/2016

Evidence of Completion

Completed school-wide PBIS plan

Action Step 2 **5**

The faculty and staff will reward students for exhibiting positive behavior and following school-wide expectations through the use of Tiger Tickets. Students will use tickets to purchase items from the school store, or to participate in special school-wide events.

Person Responsible

Austin McNichols

Schedule

Daily, from 8/15/2016 to 6/6/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

The Behavior Resource Teacher (BRT) will compile discipline data to share with the PBIS team.

Person Responsible

Austin McNichols

Schedule

Monthly, from 9/12/2016 to 6/6/2017

Evidence of Completion

Office discipline forms and referrals, RtIB data, school store and event participation.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Data will be collected and shared with the faculty and PBIS team regularly. The team will meet monthly to obtain feedback from teachers and revise the plan if needed.

Person Responsible

Austin McNichols

Schedule




















Monthly, from 9/12/2016 to 6/5/2017

Evidence of Completion

Office discipline forms and referrals, RtIB data, school store and event participation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B2.S1.A1 A309611	Provide a training for teachers on small group, differentiated instruction best practices.	Dell, Nannette	11/2/2016	Training attendance log and training agenda	No End Date one-time
G2.B1.S1.A1 A309615	Teacher representatives will provide training to the teacher during a faculty meeting. The...	Feagin, Deanna	11/2/2016	Printed data reports	No End Date one-time
G3.B3.S1.A1 A309622	The PBIS team will develop a Positive Behavior Intervention Support plan with school-wide...	McNichols, Austin	7/11/2016	Completed school-wide PBIS plan	8/8/2016 one-time
G1.B3.S1.A1 A309613	Provide teacher training on computer-based programs.	McNichols, Austin	9/28/2016	Attendance Check Sheets	9/28/2016 one-time
G3.B1.S1.MA1 M316759	Teachers will complete a survey after the trainings to gauge their understanding of the material...	Linn, Valerie	11/2/2016	Survey results will be collected.	11/2/2016 one-time
G3.B1.S1.A1 A309618	We will provide follow up training to all faculty and staff members.	Linn, Valerie	11/2/2016	The guidance counselor will collect sign in sheets.	11/2/2016 one-time
G3.B1.S1.A3 A309620	We will host a presentation by a local expert in parent/child therapy (PCIT) for teacher to learn...	Linn, Valerie	1/25/2017	Mrs. Linn will collect sign in sheets for the training.	1/25/2017 one-time
G1.B1.S1.MA1 M316743	Attendance sheets for tutoring program will be collected. Academic data or students attending will...	Dell, Nannette	10/24/2016	Attendance sheets and student academic data.	3/30/2017 weekly
G1.B1.S1.A1 A309609	Invite selected students to attend after school tutoring sessions.	Feagin, Deanna	10/24/2016		3/30/2017 weekly
G1.B1.S1.A2 A309610	Provide After School Tutoring to selected students (2 times per week)	Feagin, Deanna	10/25/2016	Attendance sheets and lesson plans for after school tutoring	3/30/2017 weekly
G3.B3.S1.MA1 M316762	Data will be collected and shared with the faculty and PBIS team regularly. The team will meet...	McNichols, Austin	9/12/2016	Office discipline forms and referrals, RtIB data, school store and event participation.	6/5/2017 monthly
G1.MA1 M316751	Student on-going progress monitoring (AIMS), weekly class assessment and FSA data will be reviewed.	Dell, Nannette	10/24/2016	AIMS data, class assessment data and FSA scores	6/6/2017 monthly
G2.MA1 M316756	We will review student data quarterly to determine if the students are making academic progress.	Dell, Nannette	9/15/2016	Student data reports	6/6/2017 every-6-weeks
G2.MA2 M316757	In correlation with the data meetings, teachers will complete a reflection and goal setting form...	Dell, Nannette	9/15/2016	The principal and assistant principal will reflect and review the reflection and goal setting form.	6/6/2017 every-6-weeks
G3.MA1 M316764	Faculty and staff will be looking at suspension data and behavior challenges within the classroom,...	McNichols, Austin	9/15/2016	Suspension, time-out data, AIMS assessment data.	6/6/2017 every-6-weeks
G1.B1.S1.MA1 M316742	Attendance will be monitored. Lessons will be monitored by administrators.	Dell, Nannette	10/24/2016	Student attendance and administrator snapshots	6/6/2017 weekly
G1.B2.S1.MA1 M316744	On-going progress monitoring results will be reviewed.	Dell, Nannette	8/15/2016	AIMS and classroom assessment data	6/6/2017 every-6-weeks
G1.B2.S1.MA1 M316745	Administrators will conduct classroom snap shots to monitor use of small groups and differentiated...	Dell, Nannette	8/15/2016	Classroom snap shot data reports	6/6/2017 weekly
G1.B2.S1.A2 A309612	Implement small group instruction in reading and/or math classrooms.	Dell, Nannette	8/15/2016	Classroom snapshot data	6/6/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1  M316746	Administrators will look at computer reports to determine length of usage and student performance.	Feagin, Deanna	8/15/2016	IXL and Reflex Math reports	6/6/2017 weekly
G1.B3.S1.MA1  M316747	Administrators will look at computer reports to determine length of usage and student performance.	Feagin, Deanna	8/15/2016	IXL and Reflex Math reports	6/6/2017 weekly
G1.B3.S1.MA1  M316748	Administrators will look at computer reports to determine length of usage and student performance.	Feagin, Deanna	8/15/2016	IXL and Reflex Math reports	6/6/2017 weekly
G1.B3.S1.MA1  M316749	Administrators will look at computer reports to determine length of usage and student performance.	Feagin, Deanna	8/15/2016	IXL and Reflex Math reports	6/6/2017 weekly
G1.B3.S1.MA1  M316750	Administrators will observe students utilizing programs and data reports will be reviewed.	Dell, Nannette	8/15/2016	Classroom Snap shots and computer usage reports	6/6/2017 weekly
G1.B3.S1.A2  A309614	Provide a scheduled computer lab time for all classes.	Feagin, Deanna	8/15/2016	Collect usage reports from IXL and Relfex Math	6/6/2017 weekly
G2.B1.S1.MA1  M316752	Members of the leadership team will attend data meetings and help interpret data, provide feedback...	Dell, Nannette	9/15/2016	Data notebooks and data meeting minutes	6/6/2017 every-6-weeks
G2.B1.S1.MA1  M316753	Teachers will utilize data notebooks to be used at data and other meetings such as IEP and EPT...	Dell, Nannette	9/15/2016	Notes will be taken during the data meetings to review at each subsequent meeting. Data from each meeting will be added to data notebooks.	6/6/2017 every-6-weeks
G2.B1.S1.A2  A309616	Teachers will meet every six weeks with a member of the leadership team to analyze and review...	Feagin, Deanna	9/15/2016	We will use teacher reflection sheets and student data reports as evidence of data driven instruction.	6/6/2017 every-6-weeks
G2.B2.S1.MA1  M316754	Teacher observation and feedback.	Feagin, Deanna	9/15/2016	Lesson Plans and teacher feedback.	6/6/2017 semiannually
G2.B2.S1.MA1  M316755	Administrators will attend meetings.	Feagin, Deanna	9/15/2016	Team meeting notes	6/6/2017 semiannually
G2.B2.S1.A1  A309617	Teachers will be provided a half-day substitute once each semester so that teams can meet to...	Feagin, Deanna	11/1/2016	Lesson plans	6/6/2017 semiannually
G3.B1.S1.MA1  M316758	Academic and behavior data will be reviewed, monitored and shared with faculty.	McNichols, Austin	9/15/2016	AIMS assessment data, classroom assessment data, and behavior reports.	6/6/2017 every-6-weeks
G3.B2.S1.MA1  M316760	Students will provide feedback about what they have learned through the program. Student behavior...	Linn, Valerie	10/5/2016	Student survey and behavior data	6/6/2017 monthly
G3.B2.S1.MA1  M316761	Teachers will provide feedback regarding the use of the Harmony program. Administrators will...	Dell, Nannette	10/5/2016	Lesson plans, teacher feedback and observation notes	6/6/2017 monthly
G3.B2.S1.A1  A309621	Utilize the Harmony Program (a social-emotional learning program).	Dell, Nannette	10/5/2016	Feedback from teachers, lesson plans and classroom snapshots	6/6/2017 weekly
G3.B3.S1.MA1  M316763	The Behavior Resource Teacher (BRT) will compile discipline data to share with the PBIS team.	McNichols, Austin	9/12/2016	Office discipline forms and referrals, RtIB data, school store and event participation.	6/6/2017 monthly
G3.B3.S1.A2  A309623	The faculty and staff will reward students for exhibiting positive behavior and following...	McNichols, Austin	8/15/2016		6/6/2017 daily
G3.B1.S1.A2  A309619	Hold Trauma Sensitive School Team meetings five times during the school year.	Linn, Valerie	9/21/2016	The team will keep detailed minutes of meetings.	6/7/2017 every-2-months

V. Professional Development Opportunities

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

G1. Student achievement and gains in math and reading will increase.

G1.B2 Varied ability.

G1.B2.S1 Use small group, differentiated instruction to provide more individualized instruction.

PD Opportunity 1

Provide a training for teachers on small group, differentiated instruction best practices.

Facilitator

Nannette Dell, Deanna Feagin or District Coach

Participants

All teachers

Schedule

G1.B3 Limited practice with computer-based programs

G1.B3.S1 Utilize IXL Math and Reflex Math programs to provide extra computer-based practice for math skills.

PD Opportunity 1

Provide teacher training on computer-based programs.

Facilitator

Austin McNichols and Christina Cole

Participants

All teachers

Schedule

On 9/28/2016

G2. We will use on-going monitoring of student data to help drive instruction.

G2.B1 Understanding the data.

G2.B1.S1 Provided updated training regarding PCG data reports for all teachers, and conduct data meeting every six weeks with each grade level.

PD Opportunity 1

Teacher representatives will provide training to the teacher during a faculty meeting. The teachers will also provide on-going support in the use of the PCG data platform.

Facilitator

Christina Cole

Participants

All teachers

Schedule

G3. As a faculty and staff, we will continue to enhance the culture of our school by working to help meet the academic and social needs of all students.

G3.B1 Students have experienced trauma that impacts their success in school.

G3.B1.S1 Implement Trauma Sensitive School Improvement plan.

PD Opportunity 1

We will provide follow up training to all faculty and staff members.

Facilitator

Mrs. Valerie Linn, Mrs. Rebecca Howland and Ms. Molly McCombs

Participants

Faculty/Staff

Schedule

On 11/2/2016

PD Opportunity 2

We will host a presentation by a local expert in parent/child therapy (PCIT) for teacher to learn additional effective communication.

Facilitator

Mrs. Valerie Linn

Participants

Faculty & Staff

Schedule

On 1/25/2017

G3.B2 Understanding of different cultural groups and the challenges some families may face.

G3.B2.S1 Implement social-emotional learning activities in all classrooms.

PD Opportunity 1

Utilize the Harmony Program (a social-emotional learning program).

Facilitator

Nannette Dell, Valerie Linn and Harmony Program representative.

Participants

All teachers

Schedule

Weekly, from 10/5/2016 to 6/6/2017

G3.B3 Students need to be taught appropriate behavior.

G3.B3.S1 Implement the Positive Behavior Intervention Support (PBIS) program with fidelity school-wide.

PD Opportunity 1

The PBIS team will develop a Positive Behavior Intervention Support plan with school-wide expectations and share the plan with the faculty.

Facilitator

PBIS Team

Participants

all faculty members

Schedule

On 8/8/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Invite selected students to attend after school tutoring sessions.				\$0.00
2	G1.B1.S1.A2	Provide After School Tutoring to selected students (2 times per week)				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0561 - William S. Talbot Elem School	School Improvement Funds		\$5,000.00
Notes: 3rd Grade After School Tutoring						
3	G1.B2.S1.A1	Provide a training for teachers on small group, differentiated instruction best practices.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0561 - William S. Talbot Elem School	School Improvement Funds		\$250.00
Notes: Materials for professional development for differentiated instruction						
4	G1.B2.S1.A2	Implement small group instruction in reading and/or math classrooms.				\$0.00
5	G1.B3.S1.A1	Provide teacher training on computer-based programs.				\$0.00
6	G1.B3.S1.A2	Provide a scheduled computer lab time for all classes.				\$0.00
7	G2.B1.S1.A1	Teacher representatives will provide training to the teacher during a faculty meeting. The teachers will also provide on-going support in the use of the PCG data platform.				\$0.00
8	G2.B1.S1.A2	Teachers will meet every six weeks with a member of the leadership team to analyze and review student data, and make instructional decisions based on this data.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0561 - William S. Talbot Elem School	School Improvement Funds		\$2,000.00
9	G2.B2.S1.A1	Teachers will be provided a half-day substitute once each semester so that teams can meet to analyze data and plan for instruction.				\$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0561 - William S. Talbot Elem School	School Improvement Funds		\$4,400.00
Notes: Teachers will be provided a half-day substitute to analyze data and plan for instruction						

10	G3.B1.S1.A1	We will provide follow up training to all faculty and staff members.				\$0.00
11	G3.B1.S1.A2	Hold Trauma Sensitive School Team meetings five times during the school year.				\$0.00
12	G3.B1.S1.A3	We will host a presentation by a local expert in parent/child therapy (PCIT) for teacher to learn additional effective communication.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0561 - William S. Talbot Elem School	School Improvement Funds		\$500.00
13	G3.B2.S1.A1	Utilize the Harmony Program (a social-emotional learning program).				\$0.00
14	G3.B3.S1.A1	The PBIS team will develop a Positive Behavior Intervention Support plan with school-wide expectations and share the plan with the faculty.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0561 - William S. Talbot Elem School	School Improvement Funds		\$800.00
			Notes: Stipends for PBIS team to meet during the summer to revise the school-wide plan and make plans for the upcoming year.			
15	G3.B3.S1.A2	The faculty and staff will reward students for exhibiting positive behavior and following school-wide expectations through the use of Tiger Tickets. Students will use tickets to purchase items from the school store, or to participate in special school-wide events.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0561 - William S. Talbot Elem School	School Improvement Funds		\$2,000.00
			Notes: Materials for school store, school-wide events.			
Total:						\$14,950.00