

School District of Osceola County, FL

Thacker Avenue Elementary For International Studies



2016-17 Schoolwide Improvement Plan

Thacker Avenue Elementary For International Studies

301 N THACKER AVE, Kissimmee, FL 34741

www.osceolaschools.net

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 KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**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 Osceola 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 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Thacker Avenue Elementary For International Studies

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

The Thacker Avenue Elementary School for International Studies community is committed to academic excellence within a safe, supportive and enriching environment focused on mutual respect and inquiry based learning.

b. Provide the school's vision statement.

Challenging all to be responsible citizens and leaders in the global community.

2. School Environment

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

Thacker Avenue Elementary school for international Studies is an International Baccalaureate school that focuses on the development of students through the incorporation of a global awareness for all. Relationships are built on the foundations of trust and honesty on the campus. The IB learner profile focuses on all staff and students to be: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective. Through the utilization of these traits by all, relationships flourish here at Thacker.

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

Thacker Avenue Elementary School for International Studies is an open campus with safety at the highest priority. Staff members are stationed on campus in strategic positions during the beginning and ending of school times. The front office is a welcoming environment that assists both parents and students alike. The school is fortunate enough to have an Extended Day program that allows parents to drop off students before and after school. The school also offers a free afternoon program for tutoring through the 21st Century Community Learning Centers grant.

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.

Thacker Avenue Elementary School for International Studies is a Positive Behavioral Intervention and Supports (PBIS) school. The PBS approach is to help change behavior through a positive instructional strategies reinforced over time. Students are aware of both schoolwide and classroom expectations as well as consequences for inappropriate actions. School personnel are trained and aware of current district and schoolwide policies.

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.

Thacker Avenue Elementary School for International Studies is able to ensure the social-emotional needs of all students are being met through both the IB learner profile and the utilization of an full-time guidance counselor. The IB Learner profile is reinforced both by the classroom and schoolwide

staff. The guidance counselor routinely meets with all grade levels and in addition pulls small groups of students specifically to work on individual social-emotional needs.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school's early warning system is utilized through the Focus Online Software. Reports are able to be compiled and analyzed based on the below criteria:

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

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	28	23	15	16	25	15	0	0	0	0	0	0	0	122
One or more suspensions	5	6	3	10	11	9	0	0	0	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	72	77	65	0	0	0	0	0	0	0	214

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	0	14	26	14	0	0	0	0	0	0	0	58

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

- Attendance reviewed by administration and attendance clerk
- Discipline reviewed by administration and guidance counselor
- Progress reports and report cards individually reviewed by lead team and teachers
- Level 1 students are in MTSS Tier 2 or Tier 3 receiving focused support or given extra remediation during the school day

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?

Yes

1. PIP Link

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

2. Description

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

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.

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

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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
Tavarez-De La Fuentes, Yara	Principal
Sassic, Dustin	Assistant Principal

b. Duties

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

Yara DeLaFuentes- Principal- Supports the fidelity of the MTSS process.

Dustin Sassic- Assistant Principal- Supports the fidelity of the MTSS process.

Ana Jimenez- MTSS Coach- Schedules meetings. Is responsible for maintaining current and accurate data base for all students in Tier 2 and Tier 3.

Sussy Jimenez- Literacy Coach - Collects and presents both schoolwide Tier 1 and individual reading data and resources.

Christine Shaw- LRS - Collects and presents both schoolwide Tier 1 and individual math data and resources.

Elizabeth Ziegler- IB/PYP Coordinator - Schedules and facilitates IB planning to integrate FL standards to IB Programme of Inquiry.

Angie Burdue - School Psychologist - provide guidance on the process for testing and evaluations.

Jennifer Hovenberg - Intervention Teacher - provide intensive instruction to students performing below grade level.

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.

Schoolwide data is presented to entire staff at the beginning of the year. The leadership team meets on a weekly basis to discuss the state of current data and how to match available resources within the school.

An MTSS protocol is in place which gives teachers a set of guidelines and data collection to be in place prior to recommending students for further needed interventions. The percent of students meeting grade level expectations is reviewed and great emphasis has been placed on core instruction (Tier 1) guided reading. A great deal of professional development is offered to all teachers in the 5 components of reading to strengthen core instruction. Progress monitoring schedules have been developed for all students to be monitored every 4-5 weeks in both running records and iReady reading assessments.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education.

They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Robert Bussiere	Parent
Yara DeLaFuentes	Principal
Elizabeth Ziegler	Teacher
Kathryn Bussiere	Parent
Sussy Jimenez	Parent
Maria Vigil	Business/Community
Lynette Baker	Parent
	Student

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**

The school improvement plan is reviewed by members of the SAC throughout the year and at end of the school year. Data results are shared and discussed with all stakeholders.

b. Development of this school improvement plan

Throughout the year, data is shared with the committee. From this data, ideas are shared to promote positive growth in academic areas. Survey results are also shared and used to determine next steps.

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

The school's annual budget and plan is reviewed and disseminated at the SAC meetings. District and school initiatives drive the expenses of the school budget. Such as the positions created to best meet the goals of the school improvement plan.

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

School improvement funds are utilized to increase student achievement. SAC meetings are held for approval and review of spending. For the 2015-2016 school year funds \$5,759.46 were voted as a committee as follows:

- 1) FAME conference and membership \$315.00
- 2) Book of the Month \$1,475.00
- 3) Kagan training and materials \$966.00
- 4) Accelerated Reader incentives \$857.07
- 5) STAR assessment incentives \$1000.00
- 6) SAC meeting- food and drinks \$253.72

Initial SAC funds for 2016-2017 \$3,51.49

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
Tavarez-De La Fuentes, Yara	Principal
Sassic, Dustin	Assistant Principal

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

Other LLT Members:

Sussy Jimenez- Literacy Coach

Ana Jimenez- MTSS Coach

Jennifer Hovenberg- Intervention Teacher
Tania Galinanes- Media Specialist
Stephanie Shearer- 4th Grade Teacher
Nicole Shiko- 5th Grade Teacher

Coordinate AR celebrations - at least one per quarter.
Organize Parent Academy - provide trainings for parents.
Conduct Professional Development on the components of Balanced Literacy and Book Studies.
Meet as vertical PLC to plan school-wide content area professional communities in reading and writing.

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.

The school encourages positive working relationships between teachers, including collaborative planning and instruction. Professional Learning Communities are a great driving force at TAESIS for collaborative planning, creation of common assessments and analysis of data. This element selection will be monitored and incorporated into teacher's final evaluations. Teachers are provided with IB training 10 times a year in addition to their daily block of planning.

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

The principal and assistant principal have a list of criteria and questions to follow at all interviews. Resumes and cover letter are carefully reviewed for credentials and prior experiences. Interview questions vary based on knowledge and experiences in classroom management, parental involvement, and content area specialties. Teachers are assigned a mentor upon being hired and they are supported continuously by the instructional coaches on campus.

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

All new teachers to TAESIS are assigned a mentor at their grade level. Teachers area paired up based on the number of years teaching and special expertise possessed. During the pre-planning session they have the opportunity to attend new teacher orientation presented by one of our teacher leaders. Some of the topics discussed curriculum guidelines, behavior plans, resouces available, and a school tour. Instructional coaches also meet with each new teacher about concerns and speciifc needs they may request assistance with.

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.

The school ensures its core instructional programs and materials are aligned to Florida's standards through the utilization of CPALMS. CPALMS is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of

Florida's official source for standards information and course descriptions. The School District of Osceola County has also created a scope and sequence for all teachers to follow district wide.

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.

Students take the iReady assessments in both Reading and Math on a quarterly basis. This data is desegregated and reviewed by the administration team as well as each individual teacher. After data is collected through the IReadyt assessment, teachers are able to look and identify specific weaknesses with each student. This data is also used to help group students for modified instructional techniques. This will allow students having difficulty attain proficiency and growth on state assessments.

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: 1,440

Students will be invited to participate in a Math and Reading extended learning opportunity. The program will consist of 6 Saturdays in January and February that will target specific student needs. Teachers will monitor students through IReady. ELL students in grades 2-5 will also be invited to participate in Oral Language Development, Vocabulary, and Reading.

Strategy Rationale

The data results form IReady will assist in identifying students needs and strengths. The use of resources implemented during extended learning opportunities will be monitored as well as the effect of these on student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sassic, Dustin, dustin.sassic@osceolaschools.net

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

Beginning of year assessments are analyzed and students are selected based on a correlation between both local and state assessments. Teacher and administrative input is always considered.

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.

Incoming Kindergarten students are encouraged to come in during the summer for pre-school assessments. Parents have the opportunity to review areas of strengths and those that they can support in at home.

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.

The school will be holding a career day at least one day this year. This will allow opportunities for all students to receive information about future careers. Several buildings have bulletin boards specifically targeted for college and career readiness. These bulletin boards have future careers and probing questions to spark student interests.

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.** Through Professional Learning Communities and Professional Development, Thacker Avenue Elementary School for International Studies will support teachers in understanding, planning, and implementing standards-based lessons.
- G2.** Thacker Avenue Elementary School for International Studies will provide an engaging, rigorous, standards-based classroom environment for all students with a focus on our ELL and ESE population.

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. Through Professional Learning Communities and Professional Development, Thacker Avenue Elementary School for International Studies will support teachers in understanding, planning, and implementing standards-based lessons. 1a

G085332

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of In-Depth Knowledge of Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaches will provide Feedback and PD
- Curriculum Maps Timeline
- Common Formative Assessments
- SDOC Performance Assessments
- DBQ
- iReady Instructional Tool
- Imagine Learning for Non-English Speakers
- Footsteps to Brilliance
- Junior Great Books
- Next Steps to Guided Reading- Running Records
- PLC Meetings- Grade Level and Vertical
- District Resource Teachers
- CPalms
- Reflective Visits
- Walkthroughs

Plan to Monitor Progress Toward G1. 8

Analyze results from grade level common assessments and iReady diagnostic and progress monitoring reports

Person Responsible

Yara Tavarez-De La Fuentes

Schedule

Biweekly, from 8/3/2016 to 6/2/2017

Evidence of Completion

Common formative assessments, iReady reports, Imagine learning reports,

G2. Thacker Avenue Elementary School for International Studies will provide an engaging, rigorous, standards-based classroom environment for all students with a focus on our ELL and ESE population. **1a**

 G085333

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	55.0

Targeted Barriers to Achieving the Goal **3**

- Poor academic background and vocabulary
- Attendance

Resources Available to Help Reduce or Eliminate the Barriers **2**

- iReady- Targeted lessons
- Go Math Adopted Text
- TAESIS Curriculum Night
- Thinking Maps: A Language for Learning
- Ten Marks- Math
- Imagine Learning for Non-English Speakers
- Footsteps to Brilliance
- Coaches, VE Teachers, RCS
- Rourke
- Dual Language Program
- Kagan Mighty Vocabulary

Plan to Monitor Progress Toward G2. **8**

Implement Kagan Mighty Vocabulary strategies to increase students' word knowledge.
Constant review of attendance reports/creating contact and meetings with parents.

Person Responsible

Dustin Sassic

Schedule

Monthly, from 8/3/2016 to 6/2/2017

Evidence of Completion

Decrease in absenteeism and lateness by analyzing reports on a monthly basis. Incorporate explicit vocabulary instruction strategies in daily lesson plans.

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. Through Professional Learning Communities and Professional Development, Thacker Avenue Elementary School for International Studies will support teachers in understanding, planning, and implementing standards-based lessons. **1**

 **G085332**

G1.B1 Lack of In-Depth Knowledge of Florida Standards **2**

 **B226902**

G1.B1.S1 Provide professional development on unpacking the standards, creating standards-based scales and creating common assessments. **4**

 **S239371**

Strategy Rationale

Providing intentional PD opportunities will increase teacher' understanding of and implementation of standards-based instruction.

Action Step 1 **5**

TAESIS will provide Professional Development on components of Balanced Literacy, running records, creating standards-based lessons, unpacking the standards, learning targets and scales.

Person Responsible

Yara Tavaréz-De La Fuentes

Schedule

Monthly, from 8/3/2016 to 6/2/2017

Evidence of Completion

Weekly review of standards-based lesson plans, Outcomes from the Marzano Instrutlional Observation Framework

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

Conduct daily walkthroughs focused on standards-based instruction by administrators and coaches to ensure that PD is implemented.

Person Responsible

Yara Tavaréz-De La Fuentes

Schedule

Biweekly, from 8/3/2016 to 6/2/2017

Evidence of Completion

Coaches will submit a monthly walkthroughs logs. Administrators will reflect on the walkthroughs and observations in PCG system.

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

Attend PLC grade level meetings with teachers

Person Responsible

Yara Tavaréz-De La Fuentes

Schedule

Weekly, from 8/3/2016 to 6/2/2017

Evidence of Completion

Review PLC agendas, common assessment results, and lesson plans incorporating research based strategies.

G2. Thacker Avenue Elementary School for International Studies will provide an engaging, rigorous, standards-based classroom environment for all students with a focus on our ELL and ESE population. **1**

 G085333

G2.B1 Poor academic background and vocabulary **2**

 B226903

G2.B1.S1 Strategic and intentional use of academic vocabulary and research based vocabulary instruction with ELL and ESE students. **4**

 S239372

Strategy Rationale

Vocabulary will increase subject area comprehension proficiency in all content areas.

Action Step 1 **5**

Provide specific professional development to target the areas of needs indicated by results from iReady and other reading assessments.

Person Responsible

Yara Tavaréz-De La Fuentes

Schedule

Biweekly, from 8/3/2016 to 6/2/2017

Evidence of Completion

PD sign-in sheets, Agendas, Coaches Feedback, Classroom Walkthroughs Charts

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

Review classroom walkthroughs Data reports based on the Marzano Instructional Framework

Person Responsible

Yara Tavaréz-De La Fuentes

Schedule

Weekly, from 8/3/2016 to 6/2/2017

Evidence of Completion

Provide intentional feedback using the Marzano Instructional Framework tool and individual feedback from coaches

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

Provide specific PD on using Kagan vocabulary strategies, Ten Marks and Thinking Maps

Person Responsible

Yara Tavaréz-De La Fuentes


Schedule

Weekly, from 8/3/2016 to 6/2/2017


Evidence of Completion

Increase in grade level appropriate vocabulary in both formal and informal assessments

G2.B2 Attendance 2

 B226904

G2.B2.S1 Provide monthly attendance incentives for classes and individual students maintaining 90% attendance 4

 S239373

Strategy Rationale

Students will be encouraged to attend school on a daily basis and build understanding of the importance of being present for instruction.

Action Step 1 5

Incentives will be provided for students achieving a certain level of attendance proficiency

Person Responsible

Dustin Sassic

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Attendance records quarterly

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

Continuously review of attendance

Person Responsible

Dustin Sassic

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Meetings established due to attendance/lateness non-compliance with parents.

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

Reflect on effectiveness of attendance/lateness incentive program

Person Responsible

Dustin Sassic

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Review of Agenda/Minutes of Meetings

G2.B2.S2 Communication with parents via website and newsletter about attendance expectations. Phone calls and letters will be utilized to hold students/parents accountable. 4

S239374

Strategy Rationale

Parents will be able to understand the importance of students attendance.

Action Step 1 5

Create a Attendance/Lateness team to implement and monitor expectations

Person Responsible

Dustin Sassic

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Monthly meetings including parent liaison

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Continuously review weekly attendance reports

Person Responsible

Dustin Sassic

Schedule

Monthly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Include conversation of attendance/lateness in our MTSS meetings.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Compare data from academic achievement/growth to the attendance/lateness reports

Person Responsible

Dustin Sassic

Schedule

Annually, from 8/10/2016 to 5/30/2017

Evidence of Completion

Agendas and minutes from monthly MTSS meetings

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					
G2.B2.S1.MA1 M317376	Reflect on effectiveness of attendance/lateness incentive program	Sassic, Dustin	8/10/2016	Review of Agenda/Minutes of Meetings	5/30/2017 quarterly
G2.B2.S1.MA1 M317377	Continuously review of attendance	Sassic, Dustin	8/10/2016	Meetings established due to attendance/lateness non-compliance with parents.	5/30/2017 monthly
G2.B2.S1.A1 A309988	Incentives will be provided for students achieving a certain level of attendance proficiency	Sassic, Dustin	8/10/2016	Attendance records quarterly	5/30/2017 monthly
G2.B2.S2.MA1 M317378	Compare data from academic achievement/growth to the attendance/lateness reports	Sassic, Dustin	8/10/2016	Agendas and minutes from monthly MTSS meetings	5/30/2017 annually
G2.B2.S2.MA1 M317379	Continuously review weekly attendance reports	Sassic, Dustin	8/10/2016	Include conversation of attendance/lateness in our MTSS meetings.	5/30/2017 monthly
G2.B2.S2.A1 A309989	Create a Attendance/Lateness team to implement and monitor expectations	Sassic, Dustin	8/10/2016	Monthly meetings including parent liaison	5/30/2017 monthly
G1.MA1 M317373	Analyze results from grade level common assessments and iReady diagnostic and progress monitoring...	Tavarez-De La Fuentes, Yara	8/3/2016	Common formative assessments, iReady reports, Imagine learning reports,	6/2/2017 biweekly
G2.MA1 M317380	Implement Kagan Mighty Vocabulary strategies to increase students' word knowledge. Constant review...	Sassic, Dustin	8/3/2016	Decrease in absenteeism and lateness by analyzing reports on a monthly basis. Incorporate explicit vocabulary instruction strategies in daily lesson plans.	6/2/2017 monthly
G1.B1.S1.MA1 M317371	Attend PLC grade level meetings with teachers	Tavarez-De La Fuentes, Yara	8/3/2016	Review PLC agendas, common assessment results, and lesson plans incorporating research based strategies.	6/2/2017 weekly
G1.B1.S1.MA1 M317372	Conduct daily walkthroughs focused on standards-based instruction by administrators and coaches to...	Tavarez-De La Fuentes, Yara	8/3/2016	Coaches will submit a monthly walkthroughs logs. Administrators will reflect on the walkthroughs and observations in PCG system.	6/2/2017 biweekly
G1.B1.S1.A1 A309986	TAESIS will provide Professional Development on components of Balanced Literacy, running records,...	Tavarez-De La Fuentes, Yara	8/3/2016	Weekly review of standards-based lesson plans, Outcomes from the Marzano Instructional Observation Framework	6/2/2017 monthly
G2.B1.S1.MA1 M317374	Provide specific PD on using Kagan vocabulary strategies, Ten Marks and Thinking Maps	Tavarez-De La Fuentes, Yara	8/3/2016	Increase in grade level appropriate vocabulary in both formal and informal assessments	6/2/2017 weekly
G2.B1.S1.MA1 M317375	Review classroom walkthroughs Data reports based on the Marzano Instructional Framework	Tavarez-De La Fuentes, Yara	8/3/2016	Provide intentional feedback using the Marzano Instructional Frameworktool and individual feedback from coaches	6/2/2017 weekly
G2.B1.S1.A1 A309987	Provide specific professional development to target the areas of needs indicated by results from...	Tavarez-De La Fuentes, Yara	8/3/2016	PD sign-in sheets, Agendas, Coaches Feedback, Classroom Walkthroughs Charts	6/2/2017 biweekly

V. Professional Development Opportunities

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

G1. Through Professional Learning Communities and Professional Development, Thacker Avenue Elementary School for International Studies will support teachers in understanding, planning, and implementing standards-based lessons.

G1.B1 Lack of In-Depth Knowledge of Florida Standards

G1.B1.S1 Provide professional development on unpacking the standards, creating standards-based scales and creating common assessments.

PD Opportunity 1

TAESIS will provide Professional Development on components of Balanced Literacy, running records, creating standards-based lessons, unpacking the standards, learning targets and scales.

Facilitator

Sussy Jimenez, Christine Shaw, Ana Jimenez, Elizabeth Ziegler

Participants

All Teachers/Staff

Schedule

Monthly, from 8/3/2016 to 6/2/2017

G2. Thacker Avenue Elementary School for International Studies will provide an engaging, rigorous, standards-based classroom environment for all students with a focus on our ELL and ESE population.

G2.B1 Poor academic background and vocabulary

G2.B1.S1 Strategic and intentional use of academic vocabulary and research based vocabulary instruction with ELL and ESE students.

PD Opportunity 1

Provide specific professional development to target the areas of needs indicated by results from iReady and other reading assessments.

Facilitator

All Coaches

Participants

All Teachers/Staff

Schedule

Biweekly, from 8/3/2016 to 6/2/2017

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	TAESIS will provide Professional Development on components of Balanced Literacy, running records, creating standards-based lessons, unpacking the standards, learning targets and scales.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0101 - Thacker Avenue Elem For International Studies			\$1,000.00
2	G2.B1.S1.A1	Provide specific professional development to target the areas of needs indicated by results from iReady and other reading assessments.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0101 - Thacker Avenue Elem For International Studies	Title I, Part A		\$1,000.00
3	G2.B2.S1.A1	Incentives will be provided for students achieving a certain level of attendance proficiency				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0101 - Thacker Avenue Elem For International Studies	General Fund		\$500.00
4	G2.B2.S2.A1	Create a Attendance/Lateness team to implement and monitor expectations				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0101 - Thacker Avenue Elem For International Studies			\$500.00
Total:						\$3,000.00