

School District of Osceola County, FL

Renaissance Charter School At Tapestry



2016-17 Schoolwide Improvement Plan

Renaissance Charter School At Tapestry

2510 W CARROLL ST, Kissimmee, FL 34741

www.rectapestry.org

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)
Combination School KG-8	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	84%

School Grades History

Year	2017-18
Grade	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

N/A

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 Renaissance Charter School At Tapestry

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.

Renaissance Charter School at Tapestry will provide an inspiring and motivating educational environment that delivers real, measurable results and prepares our students to be the next generation of leaders.

b. Provide the school's vision statement.

To create and operate a high quality school with an unwavering dedication to students success and unyielding commitment to ethical, sound and efficient practices.

2. School Environment

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

In addition to the multilingual department providing training regarding students' cultures, parent and student surveys are provided for feedback from families. Teachers have students complete surveys at the beginning of the year to learn more about their background. The school holds several parent involvement activities throughout the school year in which bilingual staff members participate to ensure effective communication between all stakeholders. Parents are also invited to Parent Leadership Council meetings, to be active members from the School Advisory Council and Parent Teacher Cooperative.

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

Renaissance Charter School at Tapestry utilizes a Positive Behavior Support System to ensure consistency in the school's behavioral expectations. Students are taught the expectations throughout the school year. New students are met with at the beginning of the month to ensure they are acclimated to the schools' policies and procedures. Small groups of students in need of support are pulled out by the dean. Small groups review rules and participate in positive choices activities instructed by support staff. In addition, the school has several mentoring programs to target students before, during, and after school, to provide a positive environment to reach their full potential and be positive role models for the school. Renaissance Charter School at Tapestry also has a No Tolerance policy for bullying and harassment as well as honoring the Safe Harbor Provision.

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.

The school utilizes Responsive Classroom Development Design in all aspects of the school day including classroom, hallway, cafeteria, special areas, playground, and dismissal. The program is enhanced with the Conversation Help Activity Movement Participation Success (CHAMPS) program to provide more detailed expectations for classroom areas. To meet the needs of our students and ensure consistency, professional development is provided to staff thought out the year as well as expectations directly taught and modeled to students. The school also utilizes after school and or

Saturday detention to address less serious infractions. This process maintains communication with parents and provides students with a chance to demonstrate the desired behaviors.

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.

The school provides training to the faculty and staff on Diversity and Acceptance as well as best practices when working with students of diverse cultural background. The school provides opportunities for teacher and students to build relationships through daily morning classroom meetings. Academic, character traits and social skills development is supported by the Teaching Individual Titans Academic and Necessary Social Skills (T.I.T.A.N.S) mentoring program. The school mentoring programs support the School Improvement Plan initiative on developing literacy through language development. Responsive Classrooms Development Design is utilized to build self-esteem to help improve student behavior and achievement. A social worker is available for home visits to make sure families have support at home when needed. Mentors and volunteers are recruited via student services to help provide students with positive role models. In addition, through the multi-tier support system for behavior, teachers are met with and provided strategies to help build trusting relationships.

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 Renaissance Charter School at Tapestry attendance clerk monitors student attendance and sends letters home according to the district attendance policy guidelines. Attendance meetings are conducted with a team that includes the parent, attendance clerk, social worker, and administrator. Our attendance rates are posted in our weekly school community brief and the grade levels with the highest attendance rate are celebrated.

Renaissance Charter School at Tapestry incorporates detention in order to decrease the number of out of school suspensions. Students with recurring out of school suspensions are monitored through Multi-Tiered System of Support (MTSS) for behavior. Interventions and behavior contracts are implemented and monitored. The parent, teacher, MTSS coach, dean, school social worker (when feasible), and administrator attend MTSS meetings to monitor progress and make necessary adjustments.

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	3	0	0	1	0	0	3	0	0	0	0	0	0	7
One or more suspensions	3	2	0	0	0	1	1	3	0	0	0	0	0	10
Course failure in ELA or Math	2	0	0	0	0	0	0	2	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	1	0	0	1	4	0	0	0	0	0	6

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	0	0	0	1	0	0	1	4	0	0	0	0	0	6

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

Teachers use research-based interventions documented on lesson plans. Curriculum resource teachers, ESE, ELL and MTSS support teachers push into classrooms to provide small group interventions to our lowest 30%. Teachers progress monitor students weekly and track data every two weeks and send their reports to the MTSS coordinator and the administrative team. Progress monitoring is done using Easy CBM for MTSS students as well as individual student personal learning plans. The school also provides free tutoring services for students in grades 3-7, as well as Saturday School for a more intensive approach to better prepare students for the Florida Standards Assessments.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313268>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

Renaissance Charter School at Tapestry builds and sustains partnerships with the local community through collaboration with our Student Service Coordinator. Mentors and tutors are provided for our students in an effort to help boost students' attendance, decrease negative student behavior, improve academic performance and increase access to post-secondary education. Partners in Education and volunteers are secured to help support and increase our community involvement. Interactive parenting workshops are provided after hours as well as through Parent Teacher Corporative are provided to those struggling with family or academic issues.

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
Evans, Jodi	Principal
Lazarini, Alma	Other
Saxon, Tracey	Assistant Principal
Brown, Vanessa	Instructional Coach
Kelly, Shartrelle	Dean
Menchaca, Jamie	Instructional Coach

b. Duties

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

The school-based MTSS Leadership Team consists of the school-based administration and supporting instructional personnel. The MTSS Leadership Team will clarify and identify appropriate research-based instructional strategies to be utilized during instruction. The curriculum resource teachers will assist with monitoring data as well as improve instruction by modeling for teachers, delivering and/or scheduling professional development, and supporting individualized interventions as needed. The dean will participate in the development of behavior plans for specific students and collect data on behavior concerns, while also monitoring and supporting the school-wide behavior management plan. The ESE support facilitation teachers will assist in the gathering of data and in tracking student data as well as provide resources and materials for students making minimal progress.

The ESOL resource teachers will monitor the progress and implementation of interventions and strategies for identified English Language Learners (ELL) ensuring that the intervention plans remain compliant.

The district's psychologist will provide historical data on students using various data collection tools. She will give suggestions for intervention techniques, and practices and provide assessment support to the general education teachers. The general education instructors will conduct ongoing progress monitoring and provide student data and observations as well as information on core and intervention curriculum. They will work collaboratively with their grade level team members to analyze and problem-solve issues regarding the effectiveness of instructional strategies and curriculum.

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.

Curriculum Resource Teachers (C.R.T.) will implement the Florida Continuous Improvement Model (FCIM) with teachers to create a support system in which teachers will be able to grow professionally and increase student achievement. To gather data about the effectiveness of core instruction and meeting student needs, coaches will perform classroom walkthroughs. Walkthroughs will help C.R.T. identify teachers in need of support. In addition to walkthroughs, administrators and C.R.T. will facilitate weekly data meetings with teachers to review targeted student progress and progress monitoring information. The MTSS team will meet to discuss students identified as not making adequate progress and develop a plan to have students work towards proficiency. Instructional adjustments may be made during these meetings to meet the needs of the students, as well as put in place data monitoring systems that the teacher will use to gauge effectiveness of instruction and student progress. Leadership team members will monitor data to ensure students are working towards proficiency during data meetings. Grade-level teams will meet weekly to discuss results of

common assessments in ELA and math. Assessment targets have been identified for each marking period along with progress monitoring tools to assist in the identification and intervention of students not performing to expectations.

Title 1, 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.

Title-X Homeless: The Homeless Education Program, provided through the McKinney-Vento Act, provides our students services if they are classified as homeless. When parents register, they complete the Osceola County Public Schools Residency Questionnaire. The school makes parents aware of services available to families through the Osceola School District. Renaissance Charter School at Tapestry assists parents with uniforms for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Nutrition Programs: Renaissance at Tapestry Charter School offers 100% free breakfast and lunch that are in compliance with the USDA. Morning announcements includes a reminder for the day about the Filing Your Lunchbox initiative.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Evans, Jodi	Principal
Chambers, Maxine	Teacher
Núñez, Laurie	Parent

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

Renaissance Charter School at Tapestry opened for school year 2015-2016 and did not have a School Improvement Plan.

b. Development of this school improvement plan

The School Advisory Committee at Renaissance Charter School at Tapestry assisted with the development of the School Improvement Plan for school year 2016-2017. The school advisory council has reviewed action steps needed to improve our current status. The SAC provides input in the development of the school improvement plan by analyzing surveys and multiple sources of data.

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

The SAC assists in the preparation of the school's annual budget and plan. The principal and the budget committee made up of SAC members will meet to review upcoming budget items for the new school year. The budget was determined based on the recommendations from the team.

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

Renaissance Charter School at Tapestry was a new school and did not have said document.

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
Evans, Jodi	Principal
Lazarini, Alma	Other
Brown, Vanessa	Instructional Coach
Menchaca, Jamie	Instructional Coach
Saxon, Tracey	Assistant Principal

b. Duties

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

Teachers are responsible for having students use Easy Reading Plus, Lexia and Flocabulary. The Leadership Team conducts Literacy Night to build capacity so that parents can assist with reading at home. During Literacy Week, multiple activities will be promoted during the school day. Renaissance Charter School at Tapestry integrates reading across the content areas and vertically aligns K-7 reading curriculum. Emphasis is given on strengthening literacy instruction using the Marzano design questions 2, 3, and 4.

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 are responsible for collaborating in PLCs to plan for effective instruction in each subject area. The MTSS Leadership Team and instructional staff work together to create plans for struggling students. The Literacy team and teachers work together to develop interactive activities that teach parents how to work with their children. The school principal conducts weekly faculty meetings to disseminate new information and to obtain faculty feedback.

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

CSUSA Recruiting Events: Jodi Evans, Alma Lazarini, Tracey Saxon
Coaching Support Team: Jodi Evans, Alma Lazarini, Tracey Saxon, Vanessa Brown, Jaime Menchaca
Professional Development: Leadership Team Members
Professional Learning Community: Leadership Team Members, PLC facilitators

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

Our school mentoring program pairs new teachers to our school with an experienced teacher or leadership team member. The mentee is supported in the classroom by the mentor and Curriculum Resource Teachers as well as the administration. The mentor provides feedback to the mentee about classroom design, procedures and also meets with the mentee to reflect on current developments in the class and possible solutions to any challenges.

Mentors meet the following requirements:

- Mentor has been successful increasing student achievement
- Mentor is a recognized teacher leader
- Mentor meets with the designated mentee(s) weekly
- Mentor and mentee attend professional development

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.

Renaissance Charter School at Tapestry utilizes CSUSA adopted curriculum as well as Florida Standards. During common planning, teachers, C.R.T. and leadership team members deconstruct standards using the test item specifications to ensure instruction and activities are aligned to meet the full intent of the 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.

The school uses data to provide differentiation through tailoring instruction to meet individual student needs. Our teachers differentiate content through the use of ongoing assessment and flexible grouping as a successful approach to instruction. Teachers differentiate classroom instruction based on student readiness for the content or what the student needs to learn. They also differentiate how students are required to process activities while keeping the student engaged in rigorous learning to master the content.

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: After School Program

Minutes added to school year: 3,840

After school tutoring will be provided in reading, math and writing for select 3rd -7th grade students. Selection of students are based on multiple sources of data in both reading, math and level of language acquisition. Students will receive tutoring two times per week for a total of two hours. Tutoring will begin in September 2016 and continue through March 2017.

Strategy Rationale

Targeting specific students will allow for additional instruction in reading, math, writing, science and language development thereby increasing the number of proficient students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kelly, Shartrelle, skelly@recstapestry.org

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

Teachers will progress monitor students every two weeks and send their reports to the coordinator and the administrative team. The progress monitoring will be done using the tools that are embedded in the materials we will be utilizing for the programs.

Strategy: After School Program

Minutes added to school year: 1,980

Targeting specific students will allow for additional instruction in reading, math, writing and science thereby increasing the number of proficient students.

Strategy Rationale

Targeting specific students will allow for additional instruction in reading, math, writing, science thereby increasing the number of proficient students.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Kelly, Shartrelle, skelly@recstapestry.org

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

Teachers will progress monitor students every two weeks and send their reports to the coordinator and the administrative team. The progress monitoring will be done using the tools that are embedded in the materials we will be utilizing for the programs.

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.

Renaissance Charter School at Tapestry invites parents and students to visit the school for a tour. We also incorporate Kindergarten Round Up events in the spring that allows our incoming students to meet with the teachers, visit the classrooms, and participate in age appropriate activities. The parents are supplied with information that students will be learning in Kindergarten and what to expect for the upcoming year. Consistent emphasis is placed on helping our students acquire necessary skills to enable them to become productive members of society and prepare them for future success.

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.

N/A

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.

N/A

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.** Increase standards-based instruction that is supported by the Marzano Instructional Framework to increase student achievement. (Narrow achievement gaps for socio-economic and racial subgroups)
- G2.** Increase the quality of differentiated instruction across content areas and grade levels to increase student achievement (Accelerate Student Performance).

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. Increase standards-based instruction that is supported by the Marzano Instructional Framework to increase student achievement. (Narrow achievement gaps for socio-economic and racial subgroups) 1a

G085443

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	48.0

Targeted Barriers to Achieving the Goal 3

- Teachers have a surface level understanding of the Florida Standards.
- Teachers need a deeper understanding of research-based instructional strategies supported by the Marzano Instructional Framework.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide continuous professional development and support through the administration and coaches.
- Provide multiple exposure and opportunities to plan for standards-based instruction as a grade level with guidance and support for administration and coaches.
- Administrators will continue to monitor lesson plans for evidence of standards-based instruction as well as rigorous activities and provide quality actionable feedback in a timely manner.
- Florida Standards for Reading, ELA, Writing, and Math
- Next Generation Sunshine State Standards for Science, Social Studies and Special Area

Plan to Monitor Progress Toward G1. 8

Increase documented observation on standard-based instruction.

Person Responsible

Jodi Evans

Schedule

Weekly, from 9/19/2016 to 5/29/2017

Evidence of Completion

Increased rating on teachers observation on Performix as well as student achievement data.

G2. Increase the quality of differentiated instruction across content areas and grade levels to increase student achievement (Accelerate Student Performance). 1a

G085444

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	48.0

Targeted Barriers to Achieving the Goal 3

- Teachers need continued guidance in the quality of differentiated instruction across content areas and grade levels.
- Refine the school-wide system to support teachers in effectively implementing the Sheltered Instruction Observation Protocol.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development and follow up sessions on differentiating instruction
- Coaching on developing strategies for comprehensible instruction.
- 99 Ideas and Activities for Teaching English Learners with the SIOP Model
- Making Content Comprehensible for Elementary English Learners-The SIOP Model

Plan to Monitor Progress Toward G2. 8

Classroom observations, student achievement data and culturally embedded SIOP strategies.

Person Responsible

Alma Lazarini

Schedule

Every 3 Weeks, from 10/3/2016 to 5/1/2017

Evidence of Completion

Student data, teachers data, lesson plans, classroom observation feedback.

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. Increase standards-based instruction that is supported by the Marzano Instructional Framework to increase student achievement. (Narrow achievement gaps for socio-economic and racial subgroups) **1**

 G085443

G1.B1 Teachers have a surface level understanding of the Florida Standards. **2**

 B227241

G1.B1.S1 Provide professional development on Florida Standards **4**

 S239755

Strategy Rationale

Provide additional time to intentionally plan with guidance from those who have received in depth training in the Florida Standards and Marzano Instructional Framework will result in more effective instruction and improved academic achievement.

Action Step 1 **5**

Provide professional development on the Florida Standards and how to better deconstruct standards for planning and delivery of instruction.

Person Responsible

Jamie Menchaca

Schedule

Quarterly, from 9/5/2016 to 5/22/2017

Evidence of Completion

Agendas, teacher reflections

Action Step 2 **5**

Curriculum resource teachers will implement the coaching cycle and provide feedback on implementation of LAFS.

Person Responsible

Schedule

Every 3 Weeks, from 9/5/2016 to 5/22/2017

Evidence of Completion

Coaching logs

Action Step 3 5

Continue to provide professional development on Core Connections

Person Responsible

Vanessa Brown

Schedule

Quarterly, from 9/5/2016 to 5/22/2017

Evidence of Completion

Agenda, sign in sheets, hand outs.

Action Step 4 5

Review exit slips and determine which teachers need additional support.

Person Responsible

Jamie Menchaca

Schedule

Quarterly, from 9/5/2016 to 5/22/2017

Evidence of Completion

Exit slips and reflections

Action Step 5 5

Continue to provide support to teachers in need.

Person Responsible

Jamie Menchaca

Schedule

Quarterly, from 9/5/2016 to 5/22/2017

Evidence of Completion

Teachers list, coaching log

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

Monitor lesson plans for target skills based on deconstructed standards.

Person Responsible

Jodi Evans

Schedule

Weekly, from 9/5/2016 to 5/29/2017

Evidence of Completion

Feedback on lesson plans, deconstructed standards

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

During common planning teachers will bring lessons to reflect the deconstructed standards and task activities to deepen student knowledge and coaches will provide feedback.

Person Responsible

Alma Lazarini

Schedule

Weekly, from 9/12/2016 to 5/29/2017

Evidence of Completion

Lessons, meeting notes and created anchor charts

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

Classroom visits

Person Responsible

Alma Lazarini

Schedule

Weekly, from 9/5/2016 to 5/29/2017

Evidence of Completion

Immediate actionable feedback documented on Performix.

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

Classroom walkthroughs utilizing the Marzano Instructional Framework

Person Responsible

Jodi Evans

Schedule

Weekly, from 9/12/2016 to 5/29/2017

Evidence of Completion

Observation and student data.

G1.B2 Teachers need a deeper understanding of research-based instructional strategies supported by the Marzano Instructional Framework. **2**

 B227242

G1.B2.S1 Provide professional development as well as guidance from administrators and coaches on how to plan for rigorous research-based instruction supported by Marzano Instructional Framework with an emphasis on Design Questions 3 and 4. **4**

 S239756

Strategy Rationale

By providing professional development that deepens teacher understanding of the instructional strategies supported by the Marzano Instructional framework, we will provide quality actionable feedback in a timely manner which will assist in closing the achievement gap and increase the level of proficient students.

Action Step 1 **5**

Create professional development calendar and assign responsibilities.

Person Responsible

Alma Lazarini

Schedule

Biweekly, from 8/1/2016 to 4/28/2017

Evidence of Completion

Professional Development calendar, training materials, agendas, exit slips/teacher reflections.

Action Step 2 **5**

Create professional development

Person Responsible

Vanessa Brown

Schedule

Monthly, from 8/1/2016 to 5/1/2017

Evidence of Completion

PowerPoint presentations, handouts.

Action Step 3 5

Deliver Professional Development

Person Responsible

Vanessa Brown

Schedule

Weekly, from 8/1/2016 to 5/1/2017

Evidence of Completion

Handouts, agendas, reflections, exit slips.

Action Step 4 5

Review exit slips and identify teachers in need.

Person Responsible

Jodi Evans

Schedule

Every 3 Weeks, from 9/5/2016 to 5/1/2017

Evidence of Completion

Exit slips

Action Step 5 5

Provide additional support.

Person Responsible

Vanessa Brown

Schedule

Weekly, from 8/29/2016 to 5/1/2017

Evidence of Completion

Coaching log, teacher list

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

Attend Professional Development.

Person Responsible

Jodi Evans

Schedule

Monthly, from 9/5/2016 to 5/1/2017

Evidence of Completion

Professional Development Plan, training agendas, minutes, PowerPoint presentations and exit slips

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

Classroom visits utilizing the Marzano Instructional Framework.

Person Responsible

Jodi Evans

Schedule

Daily, from 9/5/2016 to 5/26/2017

Evidence of Completion

Classroom visit and student data.

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

Lesson plans check.

Person Responsible

Alma Lazarini

Schedule

Weekly, from 9/5/2016 to 5/22/2017

Evidence of Completion

Feedback documented on Performix and e-mails.

G2. Increase the quality of differentiated instruction across content areas and grade levels to increase student achievement (Accelerate Student Performance). 1

 G085444

G2.B1 Teachers need continued guidance in the quality of differentiated instruction across content areas and grade levels. 2

 B227244

G2.B1.S1 Teachers provided guidance in the planning of differentiated instruction across content areas and grade levels. 4

 S239757

Strategy Rationale

By providing intentional guidance from those who have received additional training in differentiation and the Sheltered Instruction Observation Protocol (SIOP) model, teachers will move from a compliance level to culturally embedded. This will result in more effective planning and instruction to close the achievement gap.

Action Step 1 5

Identify teachers who need assistance in differentiating instruction.

Person Responsible

Jodi Evans

Schedule

Quarterly, from 8/1/2016 to 5/31/2017

Evidence of Completion

Agendas, teacher reflections

Action Step 2 5

Create professional development on differentiating instruction.

Person Responsible

Jamie Menchaca

Schedule

Weekly, from 8/1/2016 to 5/31/2017

Evidence of Completion

Coaching logs

Action Step 3 5

Deliver additional support on differentiating instruction to teachers in need.

Person Responsible

Jamie Menchaca

Schedule

Quarterly, from 9/6/2016 to 9/27/2017

Evidence of Completion

Coaching logs, walkthrough feedback

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

Monitor lesson plans as well as whole group and center activities for differentiation.

Person Responsible

Tracey Saxon

Schedule

Weekly, from 9/27/2016 to 5/30/2017

Evidence of Completion

Feedback on lesson plans

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

Classroom Observations

Person Responsible

Jodi Evans

Schedule

Weekly, from 9/27/2016 to 5/23/2017

Evidence of Completion

Immediate actionable feedback.

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

Determine teachers who need additional support.

Person Responsible

Jodi Evans

Schedule

Weekly, from 9/5/2016 to 5/23/2017

Evidence of Completion

Teacher participation in common planning, quality of lesson plan development

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

Provide support to teachers in need.

Person Responsible

Vanessa Brown

Schedule

Weekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Feedback and coaches logs

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

Classroom walkthroughs utilizing the ESOL strategies matrix.

Person Responsible

Alma Lazarini

Schedule

Weekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Teacher observation data and student achievement data.

G2.B2 Refine the school-wide system to support teachers in effectively implementing the Sheltered Instruction Observation Protocol. **2**

 B227245

G2.B2.S1 Support teachers in effectively implementing ESOL strategies. **4**

 S239758

Strategy Rationale

By providing intentional guidance from those who have received additional training in differentiation and the Sheltered Instruction Observation Protocol (SIOP) model, teachers will move from a compliance level to culturally embedded. This will result in more effective planning and instruction to close the achievement gap.

Action Step 1 **5**

Provide teachers with professional development on strategies for comprehensible instruction and language development.

Person Responsible

Vanessa Brown

Schedule

Quarterly, from 9/26/2016 to 5/22/2017

Evidence of Completion

Resources, handouts, coaching log

Action Step 2 **5**

Monitor deliberate planning for ESOL strategies.

Person Responsible

Alma Lazarini

Schedule

Weekly, from 10/3/2016 to 5/22/2017

Evidence of Completion

Lesson plans

Action Step 3 5

Conduct classroom observation to identify the effective usage of ESOL strategies during instruction.

Person Responsible

Alma Lazarini

Schedule

On 5/29/2017

Evidence of Completion

Immediate actionable feedback.

Action Step 4 5

Identify teachers in need of additional support and model lesson delivery.

Person Responsible

Vanessa Brown

Schedule

Every 3 Weeks, from 10/10/2016 to 5/22/2017

Evidence of Completion

Coaching log, teachers list.

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

Classroom visits/Observations and Monitoring Lesson Plans

Person Responsible

Alma Lazarini

Schedule

Weekly, from 10/3/2016 to 5/22/2017

Evidence of Completion

Lesson plans, feedback on lesson delivery

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

Monitoring teachers' lesson plans to ensure they include ESOL strategies, differentiated rigorous whole group and center activities will offer a more effective delivery of instruction which will positively affect student achievement.

Person Responsible

Alma Lazarini

Schedule

Weekly, from 10/10/2016 to 5/22/2017













Evidence of Completion

Lesson plans, differentiated center activities,

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 A310443	Create professional development calendar and assign responsibilities.	Lazarini, Alma	8/1/2016	Professional Development calendar, training materials, agendas, exit slips/ teacher reflections.	4/28/2017 biweekly
G2.MA1 M318148	Classroom observations, student achievement data and culturally embedded SIOP strategies.	Lazarini, Alma	10/3/2016	Student data, teachers data, lesson plans, classroom observation feedback.	5/1/2017 every-3-weeks
G1.B2.S1.MA1 M318139	Attend Professional Development.	Evans, Jodi	9/5/2016	Professional Development Plan, training agendas, minutes, PowerPoint presentations and exit slips	5/1/2017 monthly
G1.B2.S1.A2 A310444	Create professional development	Brown, Vanessa	8/1/2016	PowerPoint presentations, handouts.	5/1/2017 monthly
G1.B2.S1.A3 A310445	Deliver Professional Development	Brown, Vanessa	8/1/2016	Handouts, agendas, reflections, exit slips.	5/1/2017 weekly
G1.B2.S1.A4 A310446	Review exit slips and identify teachers in need.	Evans, Jodi	9/5/2016	Exit slips	5/1/2017 every-3-weeks
G1.B2.S1.A5 A310447	Provide additional support.	Brown, Vanessa	8/29/2016	Coaching log, teacher list	5/1/2017 weekly
G1.B1.S1.A1 A310438	Provide professional development on the Florida Standards and how to better deconstruct standards...	Menchaca, Jamie	9/5/2016	Agendas, teacher reflections	5/22/2017 quarterly
G1.B1.S1.A2 A310439	Curriculum resource teachers will implement the coaching cycle and provide feedback on...		9/5/2016	Coaching logs	5/22/2017 every-3-weeks
G1.B1.S1.A3 A310440	Continue to provide professional development on Core Connections	Brown, Vanessa	9/5/2016	Agenda, sign in sheets, hand outs.	5/22/2017 quarterly
G1.B1.S1.A4 A310441	Review exit slips and determine which teachers need additional support.	Menchaca, Jamie	9/5/2016	Exit slips and reflections	5/22/2017 quarterly
G1.B1.S1.A5 A310442	Continue to provide support to teachers in need.	Menchaca, Jamie	9/5/2016	Teachers list, coaching log	5/22/2017 quarterly
G1.B2.S1.MA3 M318138	Lesson plans check.	Lazarini, Alma	9/5/2016	Feedback documented on Performix and e-mails.	5/22/2017 weekly
G2.B2.S1.MA1 M318146	Monitoring teachers' lesson plans to ensure they include ESOL strategies, differentiated rigorous...	Lazarini, Alma	10/10/2016	Lesson plans, differentiated center activities,	5/22/2017 weekly
G2.B2.S1.MA1 M318147	Classroom visits/Observations and Monitoring Lesson Plans	Lazarini, Alma	10/3/2016	Lesson plans, feedback on lesson delivery	5/22/2017 weekly
G2.B2.S1.A1 A310451	Provide teachers with professional development on strategies for comprehensible instruction and...	Brown, Vanessa	9/26/2016	Resources, handouts, coaching log	5/22/2017 quarterly
G2.B2.S1.A2 A310452	Monitor deliberate planning for ESOL strategies.	Lazarini, Alma	10/3/2016	Lesson plans	5/22/2017 weekly
G2.B2.S1.A4 A310454	Identify teachers in need of additional support and model lesson delivery.	Brown, Vanessa	10/10/2016	Coaching log, teachers list.	5/22/2017 every-3-weeks
G2.B1.S1.MA2 M318143	Classroom Observations	Evans, Jodi	9/27/2016	Immediate actionable feedback.	5/23/2017 weekly
G2.B1.S1.MA3 M318144	Determine teachers who need additional support.	Evans, Jodi	9/5/2016	Teacher participation in common planning, quality of lesson plan development	5/23/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1  M318137	Classroom visits utilizing the Marzano Instructional Framework.	Evans, Jodi	9/5/2016	Classroom visit and student data.	5/26/2017 daily
G2.B1.S1.MA1  M318141	Classroom walkthroughs utilizing the ESOL strategies matrix.	Lazarini, Alma	9/5/2016	Teacher observation data and student achievement data.	5/26/2017 weekly
G2.B1.S1.MA4  M318145	Provide support to teachers in need.	Brown, Vanessa	9/5/2016	Feedback and coaches logs	5/26/2017 weekly
G1.MA1  M318140	Increase documented observation on standard-based instruction.	Evans, Jodi	9/19/2016	Increased rating on teachers observation on Performix as well as student achievement data.	5/29/2017 weekly
G1.B1.S1.MA1  M318133	Classroom walkthroughs utilizing the Marzano Instructional Framework	Evans, Jodi	9/12/2016	Observation and student data.	5/29/2017 weekly
G1.B1.S1.MA1  M318134	Monitor lesson plans for target skills based on deconstructed standards.	Evans, Jodi	9/5/2016	Feedback on lesson plans, deconstructed standards	5/29/2017 weekly
G1.B1.S1.MA2  M318135	During common planning teachers will bring lessons to reflect the deconstructed standards and task...	Lazarini, Alma	9/12/2016	Lessons, meeting notes and created anchor charts	5/29/2017 weekly
G1.B1.S1.MA3  M318136	Classroom visits	Lazarini, Alma	9/5/2016	Immediate actionable feedback documented on Performix.	5/29/2017 weekly
G2.B2.S1.A3  A310453	Conduct classroom observation to identify the effective usage of ESOL strategies during instruction.	Lazarini, Alma	10/3/2016	Immediate actionable feedback.	5/29/2017 one-time
G2.B1.S1.MA1  M318142	Monitor lesson plans as well as whole group and center activities for differentiation.	Saxon, Tracey	9/27/2016	Feedback on lesson plans	5/30/2017 weekly
G2.B1.S1.A1  A310448	Identify teachers who need assistance in differentiating instruction.	Evans, Jodi	8/1/2016	Agendas, teacher reflections	5/31/2017 quarterly
G2.B1.S1.A2  A310449	Create professional development on differentiating instruction.	Menchaca, Jamie	8/1/2016	Coaching logs	5/31/2017 weekly
G2.B1.S1.A3  A310450	Deliver additional support on differentiating instruction to teachers in need.	Menchaca, Jamie	9/6/2016	Coaching logs, walkthrough feedback	9/27/2017 quarterly

V. Professional Development Opportunities

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

G1. Increase standards-based instruction that is supported by the Marzano Instructional Framework to increase student achievement. (Narrow achievement gaps for socio-economic and racial subgroups)

G1.B1 Teachers have a surface level understanding of the Florida Standards.

G1.B1.S1 Provide professional development on Florida Standards

PD Opportunity 1

Provide professional development on the Florida Standards and how to better deconstruct standards for planning and delivery of instruction.

Facilitator

Jamie Menchaca

Participants

Teachers

Schedule

Quarterly, from 9/5/2016 to 5/22/2017

PD Opportunity 2

Continue to provide professional development on Core Connections

Facilitator

Jamie Menchaca

Participants

Teachers

Schedule

Quarterly, from 9/5/2016 to 5/22/2017

PD Opportunity 3

Review exit slips and determine which teachers need additional support.

Facilitator

Jamie Menchaca

Participants

Teachers in need

Schedule

Quarterly, from 9/5/2016 to 5/22/2017

G1.B2 Teachers need a deeper understanding of research-based instructional strategies supported by the Marzano Instructional Framework.

G1.B2.S1 Provide professional development as well as guidance from administrators and coaches on how to plan for rigorous research-based instruction supported by Marzano Instructional Framework with an emphasis on Design Questions 3 and 4.

PD Opportunity 1

Create professional development calendar and assign responsibilities.

Facilitator

Alma Lazarini

Participants

Teachers

Schedule

Biweekly, from 8/1/2016 to 4/28/2017

PD Opportunity 2

Deliver Professional Development

Facilitator

Vanessa Brown

Participants

Teachers.

Schedule

Weekly, from 8/1/2016 to 5/1/2017

G2. Increase the quality of differentiated instruction across content areas and grade levels to increase student achievement (Accelerate Student Performance).

G2.B1 Teachers need continued guidance in the quality of differentiated instruction across content areas and grade levels.

G2.B1.S1 Teachers provided guidance in the planning of differentiated instruction across content areas and grade levels.

PD Opportunity 1

Identify teachers who need assistance in differentiating instruction.

Facilitator

Brown, Vanessa

Participants

Teachers

Schedule

Quarterly, from 8/1/2016 to 5/31/2017

PD Opportunity 2

Deliver additional support on differentiating instruction to teachers in need.

Facilitator

Menchaca, Jamie

Participants

Teachers in Need

Schedule

Quarterly, from 9/6/2016 to 9/27/2017

G2.B2 Refine the school-wide system to support teachers in effectively implementing the Sheltered Instruction Observation Protocol.

G2.B2.S1 Support teachers in effectively implementing ESOL strategies.

PD Opportunity 1

Provide teachers with professional development on strategies for comprehensible instruction and language development.

Facilitator

Vanessa Brown

Participants

Teachers

Schedule

Quarterly, from 9/26/2016 to 5/22/2017

VI. Technical Assistance Items

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