

Duval County Public Schools

Twin Lakes Academy Elementary School



2016-17 Schoolwide Improvement Plan

Twin Lakes Academy Elementary School

8000 POINT MEADOWS DR, Jacksonville, FL 32256

<http://www.duvalschools.org/tlae>

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-5 | No | 49% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 65% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | B | B* | C | D |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 Twin Lakes Academy Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Twin Lakes Academy Elementary we foster a sense of leadership in all of our students. We want our students to focus on becoming lifelong learners and seek to excel in all endeavors which will lead to achieving their dreams.

Wildcats LEAD: Learn, Excel, Achieve, Dream

b. Provide the school's vision statement.

Twin Lakes Academy Elementary is working together to create Leaders for Life!

2. School Environment

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

The school learns about students' cultures and builds relationships between teachers and students in both informal and formal settings. The informal can consist of talking with students in the cafeteria line, conversations between students, students and staff, incidental events, and working together in groups.

The more formalized settings are through class meetings, beginning of year activities, holidays, connections with reading, the school theme: "Leadership is NOT a Spectator Sport", Grade Level performances, Fifth grade end of year promotion ceremony, Social Studies and Reading lessons.

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

The faculty is trained in CHAMPS and lessons are taught to the students to teach safety and careful use of the Common Areas of the School. Covey's Seven Habits are practices and recited by the students to improve their self-reliance and interactions with others, ultimately becoming "school leaders."

A school-wide safety plan and PBIS plan are developed each year, in-serviced to staff, and then implemented throughout the school to enforce the safety and well-being of the students, faculty/staff, and visitors in the school. Guidance Lessons (based on Second-Step and Learning for Life) are given on topics such as developing character, Anti-bullying and conflict resolution to help reduce referrals and promote positive behavior for all of the students.

Every morning the Principal and one Assistant Principal board each school bus and greet the students and bus driver. During that greeting the bus drivers are asked about the drive into school and if there are any issues and/or concerns. Students are welcomed positively by the administrator and invited into the school building to begin their day. The front entrance to the school is monitored, and all visitors must be identified and given stickers before entering any other area of the school. Our Students of Service Program encourages students to help other students, faculty and staff, while enhancing their own self-esteem.

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 wide behavioral system consists first of our Ritual and Routines which are introduced and reviewed throughout the school year. These set the tone for the expected behavior in the school. During the morning news our students recite the PAWS "Guidelines for Success" which also impart the expected behavior for each school day. The Student Code of Conduct has a Tiered System of procedures that are to be followed when an infraction of school and district rules are not adhered to. A Color Chart of Behavior is located and followed in every classroom. Safe rules for playground use have also been implemented to limit disciplinary and safety incidents, while promoting consistency of enforcement. The Florida Standards describe behaviors that are expected of students so that they can be successful in the learning environment. Student misbehavior interrupts the learning process for all students by challenging the flow and delivery of instruction. To support the development of graduates that are college and career ready, connections between academics and behavior must be clear and strategic. When students take ownership of their own learning and are engaged in the process, desired outcomes can be achieved and undesired behaviors minimized.

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-wide behavior management plan is designed to be an instrument of support and inclusion, rather than removal and isolation, and should enhance the capacity of the system overall. It is clear about the expected behaviors and what success should look like. It is reasonable, consistent, and fair when responding to inappropriate behaviors. It precorrects for anticipated behavior errors, and it respects the uniqueness of each student, each incident, and each set of circumstances. The school ensures the social-emotional need of our students through a variety of service. The school counselor meets with teachers, staff, parents, administration, and students to monitor behavioral, emotional, and academic needs of the student body. Bi-monthly RTI and MRT meetings, parent conferences, and communication with outside resources, provide support in the school. Weekly classroom meetings, and a strong relationship with business and community mentors such as Big Brothers/Big Sisters and Deer Meadows Baptist Church, provide a solid support system for our students. Throughout the school year, guidance lessons such as "Speak Up-Be Safe", "Second Step", Peer Mediation, and Anti-Bully/Conflict Resolution instruction, help our students with problem-solving and coping skills. Relationships with the Child Guidance Center, United Way, Crisis Hot Line, and other community resources provide us with additional outside resources when the need arises. Additionally, school field trips, luncheons with family members, and an active PTA and SAC, encourage our students to become productive citizens.

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.

1. Attendance below 90 percent, regardless of whether absence is excused or unexcused
2. Excessive tardies to school
3. Two or more discipline referrals
4. One or more suspensions, whether in school or out of school
5. A level 1 or 2 score on the statewide, standardized assessments in English Language Arts or Mathematics
6. Course failure in English Language Arts or Mathematics
7. Teacher monitoring forms (Conduct Incident Reports)

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA or Math | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| iReady Reading | 0 | 2 | 4 | 20 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| iReady Math | 0 | 0 | 5 | 9 | 17 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| Achieve 3000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

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

1. Tier II and III Interventions
2. Individual Behavior Plans
3. Mentors
4. After school tutoring
5. Part-time Reading and Math Interventions

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

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

No

1. PIP Link

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

2. Description

1. Increase parent attendance at all parent night activities by advertising events via flyers, student planners, school website, and Duval Connect.
2. Schedule PTA Board and SAC meetings during the evening to increase parent participation and attendance.
3. Host district Parent Academy
4. Individual grade level "nights" to inform parents of grade level requirements and generate support.
5. ESOL Parent Night to reach ELL families and share resources.

6. Weekly Duval Connect (School Messenger) message to families to share upcoming school events.
7. Facebook and Twitter
8. Peachjar

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.

Twin Lakes Academy Elementary is very fortunate to partner with several local businesses and organizations. Some of these relationships have been ongoing for many years, however each year we also reach out to other businesses that are new to the community and have expressed an interest in supporting our school. Often times, teachers interact with a business or organization that they then refer as a possible partner. We begin each school year with a Business Partner Breakfast to re-establish past relationships and introduce the new potential partners to our school. All Business Partners are recognized throughout the school year on our website and are occasionally highlighted in our school's monthly newsletter, Facebook, and Twitter.

These partnerships take on many forms with some of the businesses and organizations providing financial donations that are used to purchase equipment, support students in need, finance school activities and events, etc. Other businesses provide us with in-kind donations such as school supplies, food, student and teacher recognition rewards, etc. We also have partnerships with two organizations that provide mentors for approximately 30 of our students. These mentors meet weekly with their students to provide 1-1 interaction and support.

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 |
|-------------------------|---------------------|
| Robertson, Denise | Principal |
| Jones, Melissa | Assistant Principal |
| Morgan, Hope | Instructional Coach |
| Smith, Chris | Assistant Principal |
| Seiler, Cristina Seiler | School Counselor |

b. Duties

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

Principal Denise Robertson leads instruction, school improvement, school safety, and provides management of all school functions. She leads observations, evaluations, professional development and data reviews. Ms. Robertson works with PTA, SAC, Shared Decision Making, and the Accountability Team.

Assistant Principal Chris Smith coordinates attendance meetings and student scheduling, serves as textbook manager, and coordinates teacher and staff duties. He leads discipline and parent relations for grades K-5. Mr. Smith serves on SAC, Shared Decision Making, the SAI, RtI team and Accountability Teams. He coordinates the PBIS goals, conducts focus walks and observations, provides professional development and coaching to teachers.

Assistant Principal Melissa Jones coordinates testing, computer-based instruction programs and compiles data from Performance Matters. She leads discipline and parent relations for grades K-5. Ms. Jones coordinates SAC and serves on Shared Decision Making, the SAI, Rtl team and Accountability Teams. She coordinates the Math SIP goals, conducts focus walks and observations, provides professional development and coaching to teachers.

Hope Morgan - Reading Coach: Provides teacher support for reading to include district initiatives, strategies and activities. Provides reading coaching cycles, model lessons, and trains teachers to use forms to track data. Overall, the leadership team works together:

1. To facilitate the involvement of the school community in designing and implementing the School Improvement Plan
2. To encourage, support and create opportunities for involvement from parents and the community
3. To coordinate the activities associated with the design and implementation of the School Improvement Plan
4. To report/inform stakeholders about results, success, and challenges

Cristina Lopez-Seiler provides support for teachers, parents, and students through:

1. Classroom Guidance
2. Facilitating Rtl , 504, and MRT meetings
3. Serves on the PBIS team and Shared Decision Making
4. Facilitates small group counseling for various student groups

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.

- Facilitates the development of the School Improvement Plan
- Monitors, assesses and amends the School Improvement Plan
- Advances policies and procedures that enhance achievement and meet educational, safety and parent involvement goals
- Facilitates decision-making utilizing two-way communication and all available data
- Builds the capacity of the school to address parent and staff concerns
- Builds the capacity of the school to improve in the following areas:
 - Curriculum
 - School Climate
 - Classroom management/discipline
 - Two-way communication
 - Parent involvement
 - Extra-curricular activities
 - Consults with the principal and makes recommendations regarding budget
 - Staff development
 - Instructional materials
 - Staff positions

Members of the school-based Leadership Team will meet with the School Advisory Council (SAC), Shared Decision Making Team, and SIP Teams to develop the SY14-15 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- * FCAT2.0 Science scores and the lowest 25%
- * FSA
- *iReady Reading and Math
- *Achieve 3000
- *AMO of Targeted subgroups
- *Strengths and weaknesses of intensive programs
- *Mentoring, tutoring, and other services.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

The school-based Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets.

The identified students will be referred to the school-based Leadership Team.

The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB.

Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Shirley Arshad | Parent |
| Becky Bernard | Parent |
| Denise Robertson | Principal |
| Connie Brooks | Education Support Employee |
| Nicki Howard | Parent |
| Kelly Perry | Parent |
| Roshard Howard | Parent |
| Kirk Landau | Business/Community |
| Conchessa Reis | Teacher |
| Anthony Brooks | Parent |
| Krystal Brown | Parent |
| Matthew Cangiolosi | Parent |
| Ebony Curry | Parent |
| Melissa Cangiolosi | Parent |
| Brenda Flask | Parent |
| Charles Le | Parent |
| Adraine Lyles | Parent |
| Evelyn Mitchell | Parent |
| Deanna Parker | Parent |
| Eric Rivera | Parent |
| Katie Roseborough | Parent |
| DeBorah Smith | Parent |
| Lisa Taylor | Parent |
| Nahalee Underhill | Parent |
| Elizabeth Vavrica | 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

Last year's school improvement plan is discussed/shared/analyzed during the first meeting of the school year. School data is projected while an in-depth discussion is held to determine if goals were met and what needs to be done differently this school year to address these needs. This information is used to develop the goals for this year's school improvement plan.

b. Development of this school improvement plan

The second SAC meeting of the school year involved a discussion concerning the previous year's performance on FCAT 2.0 Science, 3rd Grade FSA Reading, and iReady/Achieve 3000. All present participated in a roundtable brainstorming session to identify: trends, barriers, and general issues/concerns. This was followed by a session to brainstorm action steps to assist in the development of educational goals and objectives for the School Improvement Plan.

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

The school's budget is shared with all SAC members. A discussion is held centered on the needs of the school and how the use of SIP dollars can best meet those needs. A needs assessment from the staff is part of this conversation. Needs are prioritized and placed within the confines of budgeted dollars.

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

Funds available for projects are limited. The funds available will be used for student awards and recognition purposes. The bulk of the funds will be used to match PTA funding for classroom libraries, big books, and e-readers.

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 |
|------------------|---------------------|
| Morgan, Hope | Instructional Coach |
| | Teacher, K-12 |
| Underwood, Jodie | Teacher, K-12 |
| Strain, Patricia | Teacher, PreK |
| Rentz, Nancy | Instructional Media |
| Frederick, Kathy | Teacher, K-12 |
| Hervey, Scott | Teacher, K-12 |
| Frederick, Jason | Teacher, K-12 |
| Meadows, Julie | Teacher, K-12 |
| Meide, Summer | Teacher, K-12 |

b. Duties

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

- Increased silent sustained reading
- Formal vocabulary instruction (K-5)
- School wide K-5 Reading intervention/enrichment time built into master schedule to provide for differentiation in the reading curriculum.
- Facilitate professional development (in-house) on unpacking reading standards at each grade level. Team will facilitate professional development on incorporating reading strategies utilizing Webb's Depth of Knowledge.
- * School-wide Celebrate Literacy Week
- * Principal's Reading Challenge
- School-wide focus on Targeted AMO subgroups that did not meet their targets in reading through

- before/after school tutoring.
- Sponsor and facilitate Curriculum Night Activities.

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.

1. Team building activities at each faculty meeting.
2. Wellness activities outside of the school day such as the Making Strides for Life and/or the Donna Breast cancer marathon.
3. Collaborative planning built into the master schedule.
4. Fluid Professional Development calendar with training sessions throughout the year
5. Administrators push in to support teachers during common planning time
6. Hospitality team that supports activities for teachers.

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

1. Rigorous ramp up prior to the start of the new school year.
2. Monthly new teacher PD
3. Partnering novice teachers with veteran staff
4. Bi-weekly professional development with our on-site instructional coach.
5. Instructional coach models instructional strategies and parallel teaches with the new hires to provide in-depth, one-on-one professional development in the classroom.
6. Quarterly Continuous Learning Cycles
7. Common Planning with grade level mentor

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

PROFESSIONAL DEVELOPMENT FACILITATOR

The transformation of school sites into communities of learners has been effectively accomplished by having portions of Professional Development become school based. To accomplish this vision, a Professional

Development Facilitator was selected and endorsed by the School Improvement Team. This individual received training from the appropriate areas in Professional Development that prepared her to work with teachers in the Teacher Development and Support Program and the Master In-service Plan. She serves as that integral liaison between the Professional Development Department and TLAE.

The Professional Development Facilitator assumes two major roles in the school. She oversees and assists in the Teacher Development and Support Team and serves as the school-site in-service liaison. In addition, the PDF assists in coordinating school improvement plans, collaboratively designing professional development opportunities for colleagues based on identified school improvement objectives, and functions as a conduit of information on professional development opportunities.

TEACHER INDUCTION PROGRAM

The purpose of the Teacher Development and Support Team is to provide a supportive, structured program that assists in teacher retention and fosters growth and commitment to excellence in teaching.

SELECTION CRITERIA FOR MENTOR

1. The mentor has a minimum of three (3) years experience.

2. The mentor is a highly skilled classroom teacher with high expectations for students.
3. The mentor is willing to be a part of the professional development of a new teacher, committing both time and energy in working with the new teacher.
4. Whenever possible, the mentor is at the same grade level/subject as the new teacher.
5. The mentor has been trained in Clinical Educator Training (CET) and the formative process of the Florida Performance Measurement System.
6. The mentor's classroom is located near the new teacher's classroom whenever possible.

At TLAE, the mentor meets with the new teacher weekly at scheduled times during the first semester. Following the first semester, they meet no less than once a month for the remainder of the school year. The mentor also attends the Teacher Development and Support Team and mentor meetings. They observe the new teacher using the Collaborative Assessment for Teachers (CAST) Program and/or CET instrument within the designated timeline of the prescribed program. This way they are able to provide feedback, encouragement, and support.

Another role that the mentor has is to work with the new teacher with respect to the opening of school, open house, parent conferences, school policies and procedures, set up and management of the classroom, and plan for instruction and assessment. They visit the new teacher's classroom for the purpose of providing assistance, they maintain a log of all meetings with the new teacher, assist in the development of the new teacher's Action Plan, and advise the principal on the teacher's progress and assist in implementing the principal's requests.

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.

Teachers plan instruction focused on the Florida Standards. Standards are unpacked through teacher collaborative planning with a focus on the rigor and performance requirements of the standards. These standards, along with the vocabulary of the standards are unpacked with students. Teachers study the test specifications to create an understanding of how students will be assessed. District learning schedules provide continuity throughout the district and a calendar for teaching concepts, strategies and skills. The district provides the coordination of resources and materials for instruction.

1. Use of DCPS Curriculum Guides and Modules
2. Use of FL Standards
3. Use of FL Test Item Specifications
4. Unpacking of standards aligned to resources
5. District coordinates materials for use at the school level

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.

1. Each teacher uses data to determine if students have mastered the standard.
2. Each teacher uses data to group students into centers that are designed to improve student achievement in targeted areas.
3. Data is used to identify bottom quartiles.

4. Monthly Data Chats to analyze formative assessments and determine instructional next steps
5. Data Room established to track student progress- iReady Reading/Math and Achieve 3000

District assessment are conducted at the beginning of the year and throughout the year to include district tests, i-Ready Math and Reading, DAR, Achieve 3000, running records and formative assessments. Data from these assessments, along with analysis of student work is used to differentiate work and provide teacher led small group instruction, literacy and math center activities. Tier 2 and Tier 3 interventions are provided for students as needed.

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: 900

Our objective, in relation to our School Improvement Plan, is to increase the achievement level for 4th and 5th grade students in Math in the following subgroups: White, Black/African American, Hispanic, and Economically Disadvantaged. These students have been identified as scoring Levels 1 and 2 in both reading and math and are currently on an individual Progress Monitoring Plans (PMPs). These students will receive additional core academic instruction by certified teachers, during Extended Day. The instruction includes small group instruction, one-on-one instruction, and use of approved computer sites such as i-Ready, Achieve 3000, Gizmos, Math Fact Cafe, and Xtra Math.

Strategy Rationale

Increase the amount of time students receive instruction outside of the core instructional day and provide more individualized support.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Data will be collected through the use of:

1. Formative assessments
2. Portfolio assessment to analyze growth over time
3. Monitor student progress and keep ongoing communication with classroom teachers and parents.
4. Chart individual academic growth in skill areas and address those still needing remediation
5. Reports from i-Ready, Achieve 3000, Gizmos, math Fact Cafe, and Xtra Math.

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.

Our school has one Pre-K unit. This unit services four year olds in our community that will transition into our kindergarten the following fall.

Kindergarten registration April-August. During registration process, parents are given information about the basic skills that students should be able to perform (i.e., tying shoes, dressing themselves). Students are provided with a gift bag containing crayons, scissors, and activity sheets. Parents and students are then given a tour of the school building with an emphasis on the kindergarten wing.

Kindergarten parents and students have their own extended Orientation day separate and apart from grades 1-5.

5th graders work with guidance counselor to transition to middle school setting. Students attend assemblies focused on careers and end their transition time visiting the middle school for an orientation and tour.

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.

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

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

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.

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.** By June 2017, if all faculty and staff focused on developing the whole child and creating a supportive learning environment, then overall student achievement will increase as evidenced on the Florida Standards Assessment/iReady and FCAT 2.0 Science.
- G2.** Ensure that if rigorous, differentiated instruction, tailored to the needs of individual students, is evident in every classroom, then by June, 2017, student growth and proficiency will increase in all content areas as measured Florida Standards Assessment/iReady and FCAT Science 2.0.

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. By June 2017, if all faculty and staff focused on developing the whole child and creating a supportive learning environment, then overall student achievement will increase as evidenced on the Florida Standards Assessment/iReady and FCAT 2.0 Science. 1a

G086510

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------------|---------------|
| School Climate Survey - Staff | 100.0 |
| District Parent Survey | 80.0 |
| FSA ELA Achievement | 75.0 |
| FSA Mathematics Achievement | 75.0 |
| ELA/Reading Lowest 25% Gains | 65.0 |
| Math Lowest 25% Gains | 65.0 |
| ELA Achievement District Assessment | 75.0 |
| Math Achievement District Assessment | 75.0 |

Targeted Barriers to Achieving the Goal 3

- Lack of communication to all stakeholders on how to develop the whole child.
- Lack of relationships between teachers, parents, and students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reestablishing Open Door Policy
- Regularly scheduled Team Building Activities
- Goal setting conversations with Administration
- Discuss questions with faculty prior to the administration of the survey to ensure clarity
- Establish a training schedule to address required information with all stakeholders

Plan to Monitor Progress Toward G1. 8

Monitor survey results from teachers, parents, and students

Person Responsible

Denise Robertson

Schedule

On 6/2/2017

Evidence of Completion

TNTP, Climate, and Gallup Surveys

G2. Ensure that if rigorous, differentiated instruction, tailored to the needs of individual students, is evident in every classroom, then by June, 2017, student growth and proficiency will increase in all content areas as measured Florida Standards Assessment/iReady and FCAT Science 2.0. **1a**

 G086511

Targets Supported **1b**

| Indicator | Annual Target |
|--------------------------------------|---------------|
| ELA Achievement District Assessment | 75.0 |
| FSA ELA Achievement | 75.0 |
| ELA/Reading Lowest 25% Gains | 65.0 |
| Math Achievement District Assessment | 75.0 |
| FSA Mathematics Achievement | 75.0 |
| Math Lowest 25% Gains | 65.0 |

Targeted Barriers to Achieving the Goal **3**

- Lack of planning and execution of differentiated instruction in reading, math, and science
- Lack of clear understanding of clear tier 2 and tier 3 instruction

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

- coaching cycles
- data chats to model how to use data to plan for instruction
- instructional rounds
- pair primary and intermediate teachers to model and share various teaching strategies

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

Collection and review of all formative assessments, attendance, and quarter grades.

Person Responsible

Denise Robertson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observations and logs Formative and Summative Data (iReady, Achieve 3000) Focus

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

Collection and review of all formative assessments, attendance, and quarter grades.

Person Responsible

Denise Robertson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observations and logs Formative and Summative Data (iReady, Achieve 3000) Focus

Plan to Monitor Progress Toward G2. 8

Collection and review of all formative assessments, attendance, and quarter grades.

Person Responsible

Denise Robertson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observations and logs Formative and Summative Data (iReady, Achieve 3000) Focus

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. By June 2017, if all faculty and staff focused on developing the whole child and creating a supportive learning environment, then overall student achievement will increase as evidenced on the Florida Standards Assessment/iReady and FCAT 2.0 Science. **1**

 **G086510**

G1.B1 Lack of communication to all stakeholders on how to develop the whole child. **2**

 **B229896**

G1.B1.S1 Develop TLAE Marketing Plan to better communicate with all stakeholders. **4**

 **S242545**

Strategy Rationale

Better communication equals increased student achievement.

Action Step 1 **5**

Using DCPS template to guide development of school-based marketing plan.

Person Responsible

Denise Robertson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Reports of bounce-back phone data from school messenger, parent surveys, attendance at school events, response data from Remind 101, Facebook, and followers on Twitter

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

Review data and modify implementation of communication tools

Person Responsible

Denise Robertson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Reports from school messenger, attendance at school events, response data from Remind 101, Facebook, and Followers on Twitter

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

Review data and modify implementation of communication tools

Person Responsible

Denise Robertson


Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Reports from communication tools

G1.B1.S2 Teacher-Principal Coaching Conversations 4

 S242546

Strategy Rationale

Build relationships between administration and faculty/staff as a vehicle to increasing communication.

Action Step 1 5

Scheduled coaching conversations between teachers and the principal.

Person Responsible

Denise Robertson

Schedule

Triannually, from 8/8/2016 to 6/2/2017

Evidence of Completion

Invitations to the coaching conversations, calendar schedules, coaching conversation notes

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

Teacher Surveys

Person Responsible

Denise Robertson

Schedule

Triannually, from 8/8/2016 to 6/2/2017

Evidence of Completion

Conference Schedules Summary Emails to teachers

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

TNTP and Gallup Surveys

Person Responsible

Denise Robertson

Schedule

Annually, from 8/8/2016 to 6/2/2017

Evidence of Completion

Survey results from TNTP and Gallup

G1.B3 Lack of relationships between teachers, parents, and students 2

 B229898

G1.B3.S1 Scheduled school-wide social events (monthly grade level parent nights, student-led conferences, curriculum night, and festivals) 4

 S242548

Strategy Rationale

Create opportunities for parents to engage with school community in an academic and social manner.

Action Step 1 5

Establish school-wide calendar of academic and social events

Person Responsible

Melissa Jones

Schedule

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

Evidence of Completion

Calendar and school newsletters

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

Review attendance at all scheduled events

Person Responsible

Melissa Jones

Schedule

Annually, from 8/8/2016 to 6/2/2017

Evidence of Completion

Climate Survey

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

Review attendance at scheduled events

Person Responsible

Melissa Jones


Schedule

Annually, from 8/8/2016 to 6/2/2017

Evidence of Completion

Climate Survey

G2. Ensure that if rigorous, differentiated instruction, tailored to the needs of individual students, is evident in every classroom, then by June, 2017, student growth and proficiency will increase in all content areas as measured Florida Standards Assessment/iReady and FCAT Science 2.0. **1**

 G086511

G2.B1 Lack of planning and execution of differentiated instruction in reading, math, and science **2**

 B229901

G2.B1.S1 Engage teachers at all grade levels in ongoing data-driven support. **4**

 S242549

Strategy Rationale

Strengthen teacher knowledge of the use of data to differentiate instruction for all students.

Action Step 1 **5**

Teachers participate in job-embedded coaching cycles and peer-to-peer observations to support data-driven differentiated teacher-led small group instruction.

Person Responsible

Hope Morgan

Schedule

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

Evidence of Completion

Small Group lesson plans and classroom observations

Action Step 2 **5**

All teachers participate in grade level specific data chats

Person Responsible

Hope Morgan

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Small group lesson plans and classroom observations

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

Weekly walk-throughs utilizing rubric of district's Look Fors

Person Responsible

Denise Robertson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Differentiated Teacher lesson plans, classroom observations, and anecdotal notes

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

Weekly Walk-throughs and Observations

Person Responsible

Denise Robertson

Schedule

Weekly, from 8/15/2016 to 6/2/2017


Evidence of Completion

Differentiated lesson plans, classroom observations with walk-through rubric of district's Look Fors, anecdotal notes, teacher feedback annotated visitation log (Google Docs).

G2.B3 Lack of clear understanding of clear tier 2 and tier 3 instruction **2**

 B229903

G2.B3.S1 Coaching cycles with job-embedded professional development **4**

 S242550

Strategy Rationale

Strengthen teacher knowledge on the use of data to differentiate instruction for all students.

Action Step 1 **5**

Instructional Rounds

Person Responsible

Hope Morgan

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Reflection Journals

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Weekly Walk throughs

Person Responsible

Denise Robertson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agenda of Instructional Rounds Walk Through documentation

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Reviewing student achievement data

Person Responsible

Denise Robertson

Schedule

Quarterly, from 8/15/2016 to 6/2/2017



Evidence of Completion

Increase in student achievement levels on all formative and summative assessments

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.MA1 M324320 | Monitor survey results from teachers, parents, and students | Robertson, Denise | 8/8/2016 | TNTP, Climate, and Gallup Surveys | 6/2/2017 one-time |
| G2.MA1 M324325 | Collection and review of all formative assessments, attendance, and quarter grades. | Robertson, Denise | 8/15/2016 | Classroom observations and logs Formative and Summative Data (iReady, Achieve 3000) Focus | 6/2/2017 quarterly |
| G2.MA2 M324326 | Collection and review of all formative assessments, attendance, and quarter grades. | Robertson, Denise | 8/15/2016 | Classroom observations and logs Formative and Summative Data (iReady, Achieve 3000) Focus | 6/2/2017 quarterly |
| G2.MA3 M324327 | Collection and review of all formative assessments, attendance, and quarter grades. | Robertson, Denise | 8/15/2016 | Classroom observations and logs Formative and Summative Data (iReady, Achieve 3000) Focus | 6/2/2017 quarterly |
| G1.B1.S1.MA1 M324314 | Review data and modify implementation of communication tools | Robertson, Denise | 8/15/2016 | Reports from communication tools | 6/2/2017 quarterly |
| G1.B1.S1.MA1 M324315 | Review data and modify implementation of communication tools | Robertson, Denise | 8/15/2016 | Reports from school messenger, attendance at school events, response data from Remind 101, Facebook, and Followers on Twitter | 6/2/2017 quarterly |
| G1.B1.S1.A1 A313898 | Using DCPS template to guide development of school-based marketing plan. | Robertson, Denise | 8/15/2016 | Reports of bounce-back phone data from school messenger, parent surveys, attendance at school events, response data from Remind 101, Facebook, and followers on Twitter | 6/2/2017 quarterly |
| G1.B3.S1.MA1 M324318 | Review attendance at scheduled events | Jones, Melissa | 8/8/2016 | Climate Survey | 6/2/2017 annually |
| G1.B3.S1.MA1 M324319 | Review attendance at all scheduled events | Jones, Melissa | 8/8/2016 | Climate Survey | 6/2/2017 annually |
| G1.B3.S1.A1 A313900 | Establish school-wide calendar of academic and social events | Jones, Melissa | 8/8/2016 | Calendar and school newsletters | 6/2/2017 monthly |
| G2.B1.S1.MA1 M324321 | Weekly Walk-throughs and Observations | Robertson, Denise | 8/15/2016 | Differentiated lesson plans, classroom observations with walk-through rubric of district's Look Fors, anecdotal notes, teacher feedback annotated visitation log (Google Docs). | 6/2/2017 weekly |
| G2.B1.S1.MA1 M324322 | Weekly walk-throughs utilizing rubric of district's Look Fors | Robertson, Denise | 8/15/2016 | Differentiated Teacher lesson plans, classroom observations, and anecdotal notes | 6/2/2017 weekly |
| G2.B1.S1.A1 A313901 | Teachers participate in job-embedded coaching cycles and peer-to-peer observations to support... | Morgan, Hope | 8/8/2016 | Small Group lesson plans and classroom observations | 6/2/2017 biweekly |
| G2.B1.S1.A2 A313902 | All teachers participate in grade level specific data chats | Morgan, Hope | 8/15/2016 | Small group lesson plans and classroom observations | 6/2/2017 monthly |
| G2.B3.S1.MA1 M324323 | Reviewing student achievement data | Robertson, Denise | 8/15/2016 | Increase in student achievement levels on all formative and summative assessments | 6/2/2017 quarterly |
| G2.B3.S1.MA1 M324324 | Weekly Walk throughs | Robertson, Denise | 8/15/2016 | Agenda of Instructional Rounds Walk Through documentation | 6/2/2017 weekly |
| G2.B3.S1.A1 A313903 | Instructional Rounds | Morgan, Hope | 8/15/2016 | Reflection Journals | 6/2/2017 weekly |
| G1.B1.S2.MA1 M324316 | TNTP and Gallup Surveys | Robertson, Denise | 8/8/2016 | Survey results from TNTP and Gallup | 6/2/2017 annually |

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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.B1.S2.MA1  M324317 | Teacher Surveys | Robertson, Denise | 8/8/2016 | Conference Schedules Summary Emails to teachers | 6/2/2017 triannually |
| G1.B1.S2.A1  A313899 | Scheduled coaching conversations between teachers and the principal. | Robertson, Denise | 8/8/2016 | Invitations to the coaching conversations, calendar schedules, coaching conversation notes | 6/2/2017 triannually |

V. Professional Development Opportunities

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

G2. Ensure that if rigorous, differentiated instruction, tailored to the needs of individual students, is evident in every classroom, then by June, 2017, student growth and proficiency will increase in all content areas as measured Florida Standards Assessment/iReady and FCAT Science 2.0.

G2.B1 Lack of planning and execution of differentiated instruction in reading, math, and science

G2.B1.S1 Engage teachers at all grade levels in ongoing data-driven support.

PD Opportunity 1

Teachers participate in job-embedded coaching cycles and peer-to-peer observations to support data-driven differentiated teacher-led small group instruction.

Facilitator

Hope Morgan

Participants

All classroom teachers

Schedule

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

PD Opportunity 2

All teachers participate in grade level specific data chats

Facilitator

Hope Morgan

Participants

All teachers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

G2.B3 Lack of clear understanding of clear tier 2 and tier 3 instruction

G2.B3.S1 Coaching cycles with job-embedded professional development

PD Opportunity 1

Instructional Rounds

Facilitator

Hope Morgan

Participants

All Classroom Teachers

Schedule

Weekly, from 8/15/2016 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 | Using DCPS template to guide development of school-based marketing plan. | \$0.00 |
| 2 | G1.B1.S2.A1 | Scheduled coaching conversations between teachers and the principal. | \$0.00 |
| 3 | G1.B3.S1.A1 | Establish school-wide calendar of academic and social events | \$0.00 |
| 4 | G2.B1.S1.A1 | Teachers participate in job-embedded coaching cycles and peer-to-peer observations to support data-driven differentiated teacher-led small group instruction. | \$0.00 |
| 5 | G2.B1.S1.A2 | All teachers participate in grade level specific data chats | \$0.00 |
| 6 | G2.B3.S1.A1 | Instructional Rounds | \$0.00 |
| Total: | | | \$0.00 |