

Lake County Schools

Triangle Elementary School



2016-17 Schoolwide Improvement Plan

Triangle Elementary School

1707 EUDORA RD, Mount Dora, FL 32757

<https://tre.lake.k12.fl.us>

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	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Triangle Elementary School

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.

Triangle Elementary is committed to a shared purpose and direction. We maintain expectations for student learning which are aligned with our school vision. School personnel and all other stakeholders support our shared purpose, vision, and mission. Our expectations serve as the focus for assessing student performance and effectiveness. Triangle's vision guides allocations of time as well as human, material, and fiscal resources.

MISSION:

The mission of Triangle Elementary School is to empower students to achieve, excel, and celebrate life-long learning.

STUDENT PLEDGE:

Today, I will do my work and follow Triangle rules and expectations so I can achieve, excel, and celebrate life-long learning.

BELIEF STATEMENTS:

- All Triangle students are learners.
- The Triangle staff strives to meet the unique learning needs of all students.
- Teaching and learning occur in a safe and orderly environment.
- Resources and services support effective teaching and learning.
- Our staff encourages students and community to value tolerance, respect, and self-esteem.
- Our staff members continue to be active learners.
- Our school and community serve and support one another.
- Our school, with parent and community involvement, plans for continued improvement.

b. Provide the school's vision statement.

VISION:

Triangle Elementary School, in partnership with families and community, will provide relevant educational opportunities and maintain high academic expectations for a diverse community of learners.

2. School Environment

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

With a 59% minority rate and 85% of the student population receiving free/reduced lunch, it is a top priority at Triangle Elementary School, TRES, to provide opportunities for teachers and students to build relationships and learn about diverse cultures. For 2016-2017, our school will implement the initial phase of Personalized Learning in which we will focus on building a school culture through standard operating procedures which allows the students to give input and take ownership in their learning and behavior. Also, several of our staff members have been trained on culturally responsive classrooms.

Throughout the school year, TRES hosts several events focused on Literacy, Math and Science. For these events, we invite members in the community representative of our student population who are successful businessmen and women, public servants, and college educated professionals.

Additionally, we are providing in-school presentations which have allowed us to bring in culturally diverse members of our local community.

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

Triangle Elementary staff is on duty in designated areas before students enter the school grounds to ensure that students are monitored as they enter the school. Crossing guards are on duty in two areas each morning and afternoon to assist students with safely crossing Eudora Road as they walk to and from school. Triangle Elementary has designated points-of-entry for bus riders, walkers, and car riders, which are monitored by staff on duty. Our fifth grade safety patrols assist staff in the cafeteria and hallways to ensure students arrive safely to their classrooms. Teachers greet each of their students at the door as they enter their classroom. During the day, TRES has a single-point-of-entry system where all visitors must provide identification and sign in on the computer. At dismissal, staff have designated areas they are assigned for active supervision and safety patrols are utilized as well throughout our campus to ensure safe transitions off campus.

TRES is a Positive Behavior Support (PBS) school. Our staff members work collaboratively to develop common classroom, hallway, cafeteria, and playground procedures to ensure a safe and orderly environment for our students - before, during, and after school. These expectations are taught at the beginning of each year, practiced and reinforced throughout the year. For the 16-17 school year, our PBS system will continue with the addition of Second Steps social-emotional lessons which will be taught explicitly to our students to build skills that promote academic and social success.

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.

Triangle Elementary is a Positive Behavior Support school. PBS is an incentive-based program which recognizes and rewards students who make positive academic and social choices at school (proactive and preventative measures). With three tiers of support, TRES has a clearly defined system in place that aids in minimizing distractions and disciplinary incidents during instructional time. The TRES PBS team has also clearly delineated teacher-managed behaviors and office-managed behaviors and uses a school-based specific form (TRES Classroom Behavior Tracking Form) to track those behaviors/incidents.

As we move towards Personalized Learning, our classroom teachers create standard operating procedures with the students to build ownership in behavior and capacity for leadership.

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.

Triangle Elementary has a Guidance Counselor who is available to our students and parents to address needs in confidence. She is able to refer families to local agencies for behavioral and emotional needs. Our Family School Liaison and Social Worker work closely with our families in need by providing backpacks, school supplies, clothes, shoes, food and support for our homeless. We also provide referrals to Life Stream, Big Bear Behavioral, and UCF CARD (Center for Autism and Related Disabilities). As a team, they work to support our students behavior, attendance and emotional goals in the educational setting.

Our PBS program also includes a mentoring program, 'Manatee Mentors', where school personnel have been assigned to students with behavior and attendance issues to provide mentoring, academic, and social skills support. Outside School mentors are also provided for students through outside community partnerships. In addition, we are implementing Second Steps social-emotional lessons for the 2016-2017 school year. The lessons will be taught weekly with support from our Guidance Counselor, and reinforced on our daily Manatee News.

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.

Triangle Elementary uses a District-wide program called Decision Ed. Within this program, we are able to identify students who fall under the Early Warning System indicators. These include, attendance, one or more suspensions, failing grades in both reading and math, retentions, low economic status, and it identifies our bottom quartile.

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	17	12	16	14	15	16	0	0	0	0	0	0	0	90
One or more suspensions	2	3	8	4	4	5	0	0	0	0	0	0	0	26
Course failure in ELA or Math	12	13	9	23	9	2	0	0	0	0	0	0	0	68
Level 1 on statewide assessment	0	0	0	73	51	41	0	0	0	0	0	0	0	165

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	31	28	34	114	79	64	0	0	0	0	0	0	0	350

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

Based on the information provided by the early warning systems, Triangle Elementary implemented a school-wide attendance program to encourage students to come to school each day. Within the attendance program school-wide incentives are given to those students with improved attendance as well as those students who have few absences. In addition to the attendance program, students with perfect attendance are recognized at the end of each nine weeks. These incentives are put in place to encourage those students' and their families who have difficulties with attendance.

Students who struggle with behavior are monitored and rewarded based on their improved behavior. These students identified are referred to MTSS for Tier 2 or Tier 3 support with a behavior plan. Members of our leadership team provide additional support as mentors or as the primary contact for a check-in/check-out plan to these students who struggle with behavior. Incident reports and a discipline ladder is utilized to ensure that students receive sufficient behavior interventions prior to referrals and suspensions.

Students who are identified in the bottom quartile in grades 3-5 and/or failing in reading or math are also invited to attend Triangle After-School Tutoring funded through Title I. Two six-week sessions are provided and instruction is given by certified teachers with a maximum of ten students per class. It is in these tutoring sessions, that students are able to receive additional intensive support in their critical need areas.

Triangle Elementary also provides Morning Math Tutoring, which utilizes I-Ready which is a District-wide initiative. Rosetta Stone Tutoring is also available in the morning and afternoons, to provide additional support for our students who are identified as ELL.

For our remediation groups in grades K-3, SIPPS is used as a school-wide intervention strategy which focuses on Triangle Elementary's bottom quartile in reading and is monitored by our Literacy Coaches.

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/320749>.

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.

Parent and community involvement is vital to Triangle Elementary School. We believe that parents and community members comprise two groups of our most important stakeholders. Community partners include: Mount Dora PD, Mount Dora Kiwanis, Mount Dora Women's Club, Dominos Pizza, Publix, Sonic, Burger King, Oakwood, Triangle Bowling Lanes, First Methodist Church of Mount Dora, AXA Financial Services, and Northland Church. Many of these partners give of their time as mentors, financial contributors for supplies, community service projects, and academic achievement (A, A/B Honor Roll, Perfect Attendance), as well as volunteers for special projects and events held at the school.

In 2013-14, we started a school-wide initiative to boost both student achievement and community involvement through In-School Presentations and Activities. Due to the success of this program, we will continue it for the 2016-17 school year. These presentations and activities are part of our Wonderful Wednesdays and promote community involvement as we enrich our students in math, science, and encourage the fine arts.

This year, we will implement a monthly community service outreach recognizing our service groups such as police, fire, and medical services.

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
Billar, Kathy	Principal
Hartog, Deborah	Assistant Principal
Boston, Rhonda	Other
Gelb, Jac	Other
Frazier, Whitney	Instructional Coach
Textor, Christina	Instructional Coach
Dillow, Melissa	Instructional Coach
Thurston, Gayle	Instructional Coach
McGuire, Linda	School Counselor
Dooley, Tom	Instructional Coach
Pfister, Terri	Dean

b. Duties

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

The school-based Leadership team consists of the Principal, Assistant Principal, Instructional Dean, RTI/MTSS Coach, Guidance Counselor, Literacy Coach K-2, Literacy Coach 3-5, Math/Science Coach, ESE Specialist, Acceleration Resource Teacher, and Curriculum Resource Teacher. The leadership team meets weekly to report and discuss the following:

1. Core Instruction alignment among grade levels (instructional planning and delivery is standards-based, data-driven, and differentiated by student.

Person(s) Responsible: Instructional Coaches/CRT; Instructional Dean; Administration

2. Student center time and alignment to whole group lesson (that the tasks are rigorous and match required DOK)

Person(s) Responsible: Instructional Coaches/CRT; Administration

3. School-wide data (I-Station, iReady, LSA, SIPPS, FLKRS, student grades)

Person(s) Responsible: Instructional Coaches/CRT; Administration

4. Early warning systems (attendance, discipline, PBS)

Person(s) Responsible: CRT/ART; MTSS Coach; Guidance; Instructional Dean; Administration

5. Bottom quartile status, including retention students

Person(s) Responsible: MTSS Coach; ESE Specialist; ART/CRT; Instructional Dean; Administration

6. MTSS status

Person(s) Responsible: MTSS Coach; Administration

7. ESE/ELL status

Person(s) Responsible: ESE Specialist; Guidance; ART; Administration

8. Professional development needs

Person(s) Responsible: Instructional Coaches; Administration

9. Support/celebrations

Person(s) Responsible: All members

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.

MTSS

The school-based MTSS Leadership team consists of an Administrator, Instructional Dean, MTSS Coach, Guidance Counselor, Literacy Coaches, Math/Science Coach, ESE Specialist, School Psychologist, Accelerated Resource Teacher, and Curriculum Resource Teacher. The function and responsibility of each member is to create a system of supports for both the classroom teacher and individual students according to the intervention design outlined in the MTSS process. It is a collaborative process with systematic 'checks and balances' to determine the effectiveness of the intervention plan based on the student's response to the intervention. Adjustments/modifications are made to the students plan when necessary and done so in consultation of each member's area of expertise.

The TRE MTSS data-based problem-solving process is an extension of the LCS district process. It is a formal process of tiered analysis. The process begins with organizing and planning. The school-based leadership disaggregate data by looking at test scores to identify patterns and trends related to both school-wide and individual classroom teaching and learning processes. Individual student data is also examined to determine effectiveness of core instruction, resource allocation, teacher support systems, and small group instruction. If adequate progress is not achieved for targeted students according to MTSS and SIP structures, interventions beyond Tier 1 are implemented (Tiers 2 and 3).

The intervention design includes a student performance goal, developing an intervention plan to address the goal, and using progress monitoring data to evaluate the effectiveness of the intervention plan (Tier 2). If the student's response to the intervention does not lead toward achievement of the performance goal, more intensive, individualized interventions and supports are implemented (Tier 3). These supports include but are not limited to the most intense instruction and interventions. Based upon individual student needs, increased time, a more narrowed focus, and reduced group size are provided in addition to and aligned with the Tier 1 and 2 academic instruction and supports.

TITLE I, PART A

The county's Title Services department coordinates the funding which Triangle utilizes to help students improve their academic achievement. These opportunities include additional instructional personnel targeted at assisting with lower quartile student subgroups, materials for mathematics, reading, and science, funding for remediation, intervention and after-school tutoring, as well as professional development for our staff. When data is received, special attention will be given to the subgroups which did not meet target AMO in 2016-2017. For reading and mathematics, these subgroups are: white, students with disabilities, economically disadvantaged, black, and ELL. Title I personnel responsible for additional support for targeted subgroups includes, but is not limited to, Family School Liaison, MTSS Coach, Literacy Teacher Assistant, PK teacher, and corresponding grade level teacher assistants funded by Title I. Academic instructional coaches will also provide support (Literacy Coach, CRT, ART, and Math/Science Coach).

TITLE I, PART C - MIGRANT

Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

TITLE I, PART D

The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

TITLE II

The Curriculum Department coordinates funding for technology aimed at increasing student achievement. Funding for professional development is coordinated through the curriculum department at the district level. On the school level, the assistant principal, curriculum specialist, the technology contact, and the family liaison work with the principal to ensure compliance with guidelines and assistance to children and families.

TITLE III

The Curriculum Department coordinates funding for services to English Language Learners through a partnership with the district curriculum department and the school's ELL coordinator with support from the family liaison. The purpose of this funding is to ensure that appropriate services are provided to ELL students. Supplemental instructional materials include (but are not limited to) Rosetta Stone.

TITLE X- HOMELESS

The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

SUPPLEMENTAL ACADEMIC INSTRUCTION (SAI and SIGa)

SAI and SIGa funds will be combined with the Title I funds to provide additional services to low performing subgroups in the area of mathematics, reading, and science. This assistance will include, but not be limited to, before and after school remediation programs and additional materials for increased academic performance.

VIOLENCE PREVENTION PROGRAMS

Triangle Elementary participates in the Too Good for Drugs prevention program. In addition, we have a school wide PBS (Positive Behavior System) that promotes positive behavior, as well as an anti-bullying program. For 2016-17 school year, we will implement the Second Steps social-emotional lessons.

NUTRITION PROGRAMS

The school participates in the free and reduced lunch programs, providing daily breakfast and lunch to our students; 86% of which are economically disadvantaged.

HOUSING PROGRAMS

N/A

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kathy Billar	Principal
Roberto Garcia	Teacher
Anthony Gilcrease	Education Support Employee
Matthew Hewitt	Business/Community
Daryl Ross	Business/Community
Minnie Palmer	Parent
Lori Bullion	Parent
Kathy Reyes	Parent
Divina Garcia	Parent
Jamese Lucas	Teacher
Rhonda Boston	Teacher

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

Triangle Elementary School's SAC played an integral role in the evaluation of the 2015-2016 school improvement plan. SAC members were provided monthly updates regarding fidelity to the SIP and supporting evidence: school-wide systems and events; EWS data; and grade level data (I-Station, iReady, SIPPS, LCS benchmark assessments). SAC members comments, questions, and concerns were addressed and noted in the minutes.

b. Development of this school improvement plan

The process used to engage a variety of stakeholders in the development and/or evaluation of Triangle Elementary's school improvement plan is transparent and inclusive. Vested stakeholders include teachers, parents, business partners, community members, and students. On an annual basis, a formal process is followed.

School Leadership analyzes common themes and trends in data regarding Stakeholder Feedback Surveys (Parent, Student, and Staff survey data). Areas of notable achievement and areas that need improvement are reviewed. Additionally, Florida Standards Assessment (FSA) student performance data is analyzed. The data is disaggregated by grade level, subject area (Reading, Math, Science, and Writing), and subgroup. Ancillary data including attendance and disciplinary actions are also considered. A draft of the plan is written and further developed once Annual Measureable Objectives (AMOs) are released from the Florida Department of Education. These initial steps in the process are completed prior to meeting with the School Advisory Committee (SAC).

Members of the School Advisory Committee vote to approve the proposed plan. Members of the SAC include the aforementioned stakeholders and reflect both the student population and community the school serves. Members are encouraged to provide suggestions and/or comments regarding the quality and scope of the plan. SAC members receive annual training regarding their roles and responsibilities as members. The SAC is required to meet a minimum of eight times within a calendar year and meetings are held in the evenings to accommodate member schedules. Minutes for every meeting are documented.

As a Title I school, our School Improvement Plan is also closely tied to both our annual Title I Plan

and Parent Involvement Plan. Both plans are reviewed by a district Title I program specialist assigned to our school. Additionally, Triangle hosts an Annual Title I Parent Meeting to present the contents of each of the three plans. An evening meeting is scheduled in conjunction with our Annual Parent University/Open House and a second meeting is scheduled separately on a weekday morning. Participants of both meetings are encouraged to provide suggestions and/or comments regarding the quality and scope of the plan. Minutes for each meeting are filed.

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

As a Title I school, our School Improvement Plan is closely tied to both our annual Title I Plan and Parent Involvement Plan. All plans and budgets are aligned to maximize materials, technology and human resources to support and meet our SIP goals. Budget lines and cost strips have been appropriated.

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

Triangle Elementary did not receive school improvement funds for the 2015-2016 school year.

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
Billar, Kathy	Principal
Frazier, Whitney	Instructional Coach
Boston, Rhonda	Instructional Coach
Textor, Christina	Instructional Coach
Thurston, Gayle	Instructional Coach
Dooley, Tom	Instructional Coach

b. Duties

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

The LLT supports and directs the Literacy Committee which is comprised of one or more representatives from each grade level to discuss and promote literacy for our school. This group of individuals work together to align literacy professional development with the School Improvement Plan as well as teacher and grade level needs to ensure that all of the students are college and career ready. This group provides feedback to the Literacy Coaches on specific literary needs in which they would like additional professional development. To meet the needs of our School Improvement Plan a school wide focus this year is the utilization of the Accelerated Reader program. The LLT has discussed ideas to encourage the students to meet their goals, as well as ideas to reward the students who have meet those goals. To promote school-wide literacy, the LLT meets to discuss ideas and plan for Literacy Week as well as our Literacy Fair.

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.

To encourage positive working relationships between teachers, including collaborative planning and instruction, TRES is employing the following strategies:

PROFESSIONAL LEARNING COMMUNITIES

Professional learning communities will target the following three areas: (1) standards-based instructional planning and delivery, (2) using data to differentiate instruction, and (3) writing across the curriculum. PLCs are scheduled for two Thursdays of each month. Within the PLCs the following measurable goals will guide our focus:

- Maintain use of Standards-based lesson plans
- Provide consistent use of planning time for collaboration
- Increase student achievement
- Work collaboratively to examine student products.

COMMON PLANNING

Common planning will take place during grade level planning times which occur at least once a week and vary among grade levels. A full day of collaborative planning per grade level will also occur at least three times throughout the year. The purpose of those planning times is to address 3 areas:

1) Instructional Planning and Delivery

- a. What is it we want and expect students to learn?
- b. How will they learn it?
- c. How will we know when they have learned it?
- d. How will we respond if they don't learn it? AND/OR How will we respond to those who already know it?

2) Analyzing Data

- a. Did the assessment we administered measure the skills and/or concepts that we needed to monitor? Why or why not?
- b. Which questions had a high number of correct responses? Why?
- c. Which questions were left blank, had a low response rate, and/or had a high number of incorrect responses?
- d. What question or questions seem most difficult for students? On which concepts will we need to give focused and direct instruction?
- e. What learning needs are evident?

3) Analyzing Authentic Student Work/Writing

- a. What is a sample of an ideal/proficient response? (Do we know what we consider proficient? Do we agree on what proficiency looks like?)
- b. What are the strengths of the student responses we have collected? Why?
- c. What are the weaknesses of the student responses we have collected? Why?
- d. Do any responses stand out? For what reasons?
- e. What learning needs are evident? (content/accuracy of writing versus conventions)

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

As a Title I school, teachers who continue to work at Triangle Elementary receive additional funds that are provided by the District.

Four strategies will be employed to recruit and retain highly qualified, certified-in-field, effective teachers:

1. Regularly scheduled meetings of new teachers with principal

Goal: To facilitate formal and informal communication of needs and teacher performance expectations.

Person responsible: Kathy Billar, Principal

2. Partnering new teachers with veteran staff and/or mentors

Goal: To provide a supportive environment conducive to new teacher development.

Person Responsible: Deborah Hartog, Assistant Principal

3. District provided "TOPS" training

Goal: To provide training on Florida Educator Accomplished Practices (FEAPs) and orientation of LCS vision, mission, and governing policies.

Persons Responsible: District Personnel, Instructional Coaches

4. Weekly Grade Level Meetings

Goal: To provide instructional and curricular support

Person(s) Responsible: Grade Chairs, Mentors, Instructional Coaches, and Principal

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

TRE's teacher mentoring program/plan includes the following:

(1) Each new teacher is assigned to both a school-based and district-based instructional coach to help ensure all instructional and curricular resources are made available.

(2) Each new teacher is assigned a school-based mentor. Mentors must have a well-defined skill set in multiple areas of instructional expertise: Classroom Culture/ Environment, Student Engagement, Higher Order Questioning & Discourse, Rigorous Tasks & Assessments, Lesson Planning & Delivery, Differentiated Instruction, Integration Across the Content Areas, and Tracking Student Progress (FCIM). Mentors and mentees are encouraged to meet bi-weekly to discuss evidence-based strategies and pending concerns. The mentor observes the mentee and time is given for feedback, peer coaching, and planning.

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.

To ensure that Triangle Elementary School's core instructional programs and materials are aligned to Florida's Standards, the following non-negotiables have been created:

CLASSROOM INSTRUCTION:

1. STANDARDS-BASED INSTRUCTION: We will teach Florida Standards with fidelity utilizing the LCS Blueprints for grades K-5 in all content areas to ensure lesson plans and instructional delivery are aligned to the full intent of the standards.

2. COMMON BOARD: We will use a common board configuration which includes learning goals, objectives, ticket out, and scales. Daily review of common board will be done to ensure students understand expectations.

3. CHALLENGING, ENGAGING, AND INTENTIONAL INSTRUCTION: We will use cognitive complexity and depth of knowledge for the development and execution of rigorous tasks and assessments K-5. We will be intentional in our use of higher-order questioning and provide opportunities for student discourse allowing discussion to answer questions both orally and in writing.

4. DIFFERENTIATION: We will differentiate our lessons to meet the academic needs of our students. This will be done with student centers that are aligned to the rigor and depth of the standards (including recursive standards), guaranteeing that all students are provided with challenging and personalized learning experiences.

5. TEACHER FEEDBACK: Feedback needs to be timely and specific. Student work will be returned in

a timely manner and displays need to be current with specific teacher feedback.

6. CLASSROOM CULTURE: We will create a positive learning atmosphere for our students.

Standard Operating Procedures will be created with students to ensure classroom management. PBS expectations will be followed school-wide and reviewed consistently. Classes will participate in Second Step social lessons to develop skills for social and academic success for our students.

SCHOOL-WIDE SYSTEMS:

1. COMMON PLANNING to include curriculum planning, high-yield instructional strategies, and evaluation of authentic student work/writing supported by leadership team.
2. LESSON PLANS will include the Gradual Release Model. They must be posted in the Share folder by Monday morning for the week and a set will be placed in a binder on the teacher's desk.
3. DATA CHATS by grade level during common planning supported by leadership team.
4. DATA BINDERS for teacher shall include student test scores, RTI data, ESE data, and cum review results. For students, the binder shall include instructional goals, assessment data, behavioral goals, and attendance.
5. SCHOOL-BASED INITIATIVES: Personalized Learning, Thinking Maps, Math Institute, Complex Text/Close Reading, PBS, Second Step, IPI (Instructional Practice Inventory), Science Boot Camp and STEM.
6. DISTRICT READING INITIATIVES – Accelerated Reader and Superintendent's Reading Award
7. SIPPS (Systematic Instruction in Phonemic Awareness, Phonics and Sight Words) - Daily reading skills instruction for K-2 all inclusive and 3rd grade remediation.
8. TARGETED INTERVENTION - Teacher assistants work with specifically targeted student groups.
9. MTSS (RtI) meetings are held bi-weekly.
10. EARLY WARNING SYSTEMS will be monitored for academics, MTSS, attendance, discipline referrals, and lower-quartile students by leadership team.

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.

Triangle Elementary School's instructional focus for the year is standards-based, data-driven instructional planning and delivery. TRES Teachers and Leadership Team progress monitor grade level data, determine needs for remediation/enrichment, tutoring, and establish small groups for mastery of grade-level standards. Planning and delivery is differentiated based upon the needs of the students. A triangulation of the following data is used:

GRADES 4-5 - FSA Data, ELA/MATH grades (previous year), STAR, I-Ready and I-Station Data

GRADES 1-3 - Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) Data, ELA/MATH grades (previous year), STAR, I-Ready and I-Station Data

GRADE K - School-based Kindergarten Screener, Florida Kindergarten Readiness Screener (FLKRS), and teacher observation of skills, I-Ready and I-Station Data

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: 1,800

School-Based Triangle After-School Tutoring (District Title I Funding)

The purpose of this program is to address the needs of our targeted students in both reading and math grades 3, 4, and 5, and science for 5th grade. Eligibility for the program is based upon the following student performance data: previous FSA scores, I-Station, iReady, and classroom coursework. There are two six-week sessions; two days per week after school.

Strategy Rationale

To accelerate achievement in both reading and math aligned to core instruction for our targeted students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hartog, Deborah, hartogd@lake.k12.fl.us

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

Pre- and post-tests are administered to determine the effectiveness of the program. The data is disaggregated and graphed to identify patterns and trends in the teaching and learning process. Careful consideration is given to aligning state performance standards with curriculum and lesson delivery based on the needs of student groups.

Strategy: Extended School Day

Minutes added to school year: 1,350

Collaborative Planning and Vertical Alignment for Grades K-5

Strategy Rationale

To provide additional time for teachers to collaboratively plan standards-based lessons and instructional delivery which will help them identify critical information in the standards and develop mental models of what the students need to know, understand and be able to do as a result of instruction aligned to the full intent of the standards.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Billar, Kathy, billark@lake.k12.fl.us

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

The quality of lesson planning and delivery will be used to determine the effectiveness of this strategy. The desired effect is that the following will be culturally embedded: Florida Standards implementation, rigorous tasks and assessments, higher order questioning, and consistent and pervasive high-yield instructional strategies utilized. Effectiveness will also be evident according to teacher TEAM evaluations.

Strategy: Extended School Day

Minutes added to school year: 1,500

STEM Club (Science, Technology, Engineering, and Math) Grades 3-5

Strategy Rationale

To enrich student learning via project-based learning (both short-term and on-going) that integrates STEM curriculum with writing. Students will be selected from the club to participate in the LCS district STEM competition.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dillow, Melissa , dillowm@lake.k12.fl.us

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

Two data sets will be used to determine the effectiveness of the strategy: (1) performance in STEM competition and (2) student performance on FCAT Science.

Strategy: After School Program

Minutes added to school year: 8,160

Extended Learning Care (ELC) Homework Help

Strategy Rationale

To provide an additional hour 4 days a week of help with homework, I-Station, iReady, and AR (Accelerated Reader) to support core instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Billar, Kathy, billark@lake.k12.fl.us

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

Student achievement on the Florida Standards Assessments in April will determine the effectiveness of the program.

Strategy: Before School Program

Minutes added to school year: 3,360

School-Based Morning Tutoring Program in Computer Lab utilizing Rosetta Stone, I-Station and iReady programs.

Strategy Rationale

The purpose of this program is to address the needs of our ELL students in grades one through five, and our bottom-quartile students in grades 3, 4, and 5. Eligibility for the program is based upon the following student performance data: previous FSA scores, iReady and I-Station data, and classroom coursework. Priority is given to students scoring Levels 1 or 2 on the previous year's FSA. The program runs four days a week for 30 minutes before school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dooley, Tom, dooleym@lake.k12.fl.us

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

Data is collected from multiple sources to determine the effectiveness of the morning computer lab program. I-Ready, provides the curricular focus. Each program generates individual student performance reports detailing mastery of assigned skills. Mastery must be achieved prior to a student moving on to the next skill. Teacher generated assessments are also used to check for student understanding. Rosetta Stone reports are reviewed periodically. This helps to identify which students are learning, which students need more help, and how to stay on track. The students in grades four and five will be tracked for growth on the Florida Standards Assessments.

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.

(1) Voluntary Preschool (VPK) is offered during the regular school year to assist in readiness skills for Kindergarten. Triangle offers one full day Pre-K funded half by Title 1 and half by LCS VPK program. The county PLAY Center helps identify, set up services, and refer students to Triangle for early intervention in ESE Pre-K. Our community is also provided with VPK summer services through the county at a nearby location. ESE articulation meetings are held for transitions from Pre-K to Kindergarten and from fifth grade to middle school. Student records are reviewed with receiving middle school to ensure smooth transition.

To assist our fifth grade students with the transition to the middle school, teachers and students visit the receiving schools for an orientation to the campus, curriculum, and expectations.

(2) Triangle Elementary offers "Kindergarten Round Up" in the spring to orient and provide parents and students with information regarding curriculum, services, schedules, and special events. Triangle also provides a school based Kindergarten Readiness Screener which is administered before the start of school, and FLKRS (Florida Kindergarten Readiness Screener) is administered within the first 30 days of Kindergarten to determine readiness skills and to assess current programs for preschoolers.

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.

Triangle has identified the bottom quartile using the Early Warning Systems from Decision Ed. Based upon the data, we have created an attendance plan to address the attendance issues at Triangle. We have created small group instruction, intensive math and reading tutoring in both the morning and afternoon. In addition to instructional needs, Triangle has also implemented community based assemblies to gain real world experiences for our students.

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.

Triangle has identified the bottom quartile using the Early Warning Systems from Decision Ed. With this data students are given additional small group instruction, before and after school tutoring, and school wide SIPPS.

In addition to identifying the bottom quartile, Decision Ed provides information regarding students with the greatest socio-economical needs. These students make up the 85% who receive free or reduced lunch services and qualifies Triangle as a Title I school.

Decision Ed also groups students based on attendance and students unable to come to school on time on a regular basis. In an effort to address the attendance issues at Triangle, the leadership team, staff, and parents have implemented a school wide attendance plan.

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.** Triangle Elementary will provide high quality learning experiences for all students by utilizing data to differentiate, plan, and deliver standards-based instruction.
- G2.** With a positive school culture and high expectations, behavior will improve for all students.

Strategic Goals Detail

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

G1. Triangle Elementary will provide high quality learning experiences for all students by utilizing data to differentiate, plan, and deliver standards-based instruction. **1a**

 G086831

Targets Supported **1b**

Indicator	Annual Target
ELA Achievement District Assessment	54.0
Math Achievement District Assessment	63.0
Science Achievement District Assessment	56.0

Targeted Barriers to Achieving the Goal **3**

- Time constraints during common planning.
- Lack of knowledge on how to create opportunities for personalized learning experiences.
- Inconsistent use and lack of teacher knowledge to differentiate standards-based lessons in all content areas.

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

- Curriculum Blueprints
- Test Item Specifications
- CPalms
- Schoology online Personalized Learning courses
- Funding for Substitutes
- FSA practice tests to familiarize students with online tools and question types.

Plan to Monitor Progress Toward G1. **8**

Leadership team will analyze and discuss assessment data during leadership meetings and teacher data chats to maintain focus on school improvement efforts.

Person Responsible

Tom Dooley

Schedule

Monthly, from 8/29/2016 to 5/24/2017

Evidence of Completion

Schedule of data chats and minutes from meetings. Data will be collected and analyzed from the following sources: I-Station, iReady, LCS Science benchmark, DecisionEd EWS, and FSA.

G2. With a positive school culture and high expectations, behavior will improve for all students. 1a

G086832

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	90.0

Targeted Barriers to Achieving the Goal 3

- A lack of consistency in following school-wide strategies for behavior management.
- Staffs' lack of knowledge of strategies to meet the needs of students of low-socioeconomic status.
- Absence of school norms that clearly articulate appropriate social interactions between students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Training on implementation of Standard Operating Procedures (SOPs), "Engaging Students With Poverty in Mind", "The Growth Mindset Coach", "Mindset", Second Step social-emotional lessons, Suspension Reduction Plan

Plan to Monitor Progress Toward G2. 8

Classroom data and Decision Ed EWS data will be collected and reviewed throughout the year.

Person Responsible

Deborah Hartog

Schedule

Weekly, from 8/15/2016 to 5/24/2017

Evidence of Completion

A decrease in referrals on the Decision Ed EWS data will be used to monitor our progress towards the goal.

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. Triangle Elementary will provide high quality learning experiences for all students by utilizing data to differentiate, plan, and deliver standards-based instruction. **1**


 G086831

G1.B1 Time constraints during common planning. **2**

 B230835

G1.B1.S1 Teachers will be provided a minimum of three additional planning days for common planning.

4

 S243535

Strategy Rationale

If additional time is provided for strategic planning, then teachers will provide high quality learning experiences for all students.

Action Step 1 **5**

Substitutes will be provided for grade levels to plan collaboratively three additional days throughout the school year. Teachers will leave with specific deliverables of what students need to know, understand and be able to do and will be applied to lesson plans aligned to the full intent of the standards.

Person Responsible

Kathy Billar

Schedule

Quarterly, from 9/6/2016 to 3/31/2017

Evidence of Completion

An agenda will be followed to assist in structuring the planning time. Teachers will plan a unit for ELA and Math and document in lesson plans. Coaches will document using planning template.

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

Instructional coaches will support teachers on collaborative planning days.

Person Responsible

Whitney Frazier

Schedule

Quarterly, from 9/6/2016 to 3/31/2017

Evidence of Completion

Coaches will collect common planning notes from teachers and look for evidence of implementation in lesson plans.

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

Leadership team will conduct weekly classroom walk-throughs to measure the impact of common planning on quality instruction utilizing identified look-fors such as student engagement, instruction aligned to the full intent of the standard, high-quality questions, and constructive feedback.

Person Responsible

Deborah Hartog

Schedule

Weekly, from 9/6/2016 to 5/24/2017

Evidence of Completion

Classroom walk-through data will be collected, graphed and shared at the weekly leadership team meetings and shared with teachers. Areas in need of additional support will be addressed based on this data.

G1.B2 Lack of knowledge on how to create opportunities for personalized learning experiences. **2**

 B230836

G1.B2.S1 Triangle will develop a school culture which supports a personalized learning environment meeting the needs of all students. **4**

 S243536

Strategy Rationale

If personalized learning is implemented with a focus on creating a collaborative culture, then Triangle Elementary will provide an environment where students and teachers work together to meet individual instructional needs, create high expectations, and improve student behavior.

Action Step 1 **5**

Provide professional development to assist with implementation of personalized learning with a focus on building school culture by using Standard Operating Procedures in the classroom.

Person Responsible

Deborah Hartog

Schedule

On 8/4/2016

Evidence of Completion

PLC sign-in sheets

Action Step 2 **5**

Leadership Team and teachers will visit model Personalized Learning (PL) schools to build an understanding of the impact PL will have on the students in the classroom.

Person Responsible

Deborah Hartog

Schedule

Annually, from 11/1/2016 to 5/24/2017

Evidence of Completion

Schedule of visits to Personalized Learning schools

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

Standard Operating Procedures will be added to the classroom walk-through tool.

Person Responsible

Christina Textor

Schedule

Weekly, from 8/15/2016 to 5/24/2017

Evidence of Completion

Google Drive classroom walk-through template

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

Leadership team will conduct weekly classroom walk-throughs.

Person Responsible

Terri Pfister


Schedule

Weekly, from 9/6/2016 to 5/24/2017


Evidence of Completion

Classroom walk-through schedule and data collected supporting implementation of Standard Operating Procedures.

G1.B3 Inconsistent use and lack of teacher knowledge to differentiate standards-based lessons in all content areas. 2

 B230837

G1.B3.S1 During common planning, teachers will determine best practices to differentiate and deliver standards-based lessons. 4

 S243537

Strategy Rationale

If teachers are provided with the opportunity to collaboratively develop standards-based lessons and plan for differentiated instructional strategies, then they can deliver instruction aligned to the full intent of the standards and increase student achievement.

Action Step 1 5

Leadership will facilitate weekly common planning with each grade level.

Person Responsible

Kathy Billar

Schedule

Weekly, from 8/8/2016 to 5/24/2017

Evidence of Completion

Schedule of common planning for each grade level and completed planning template.

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

Instructional coaches will create a schedule to attend and support grade level common planning sessions.

Person Responsible

Kathy Billar

Schedule

Weekly, from 8/8/2016 to 5/24/2017

Evidence of Completion

Coaches will collect common planning notes from teachers and look for evidence of implementation in lesson plans.

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

Leadership Team will conduct classroom walk-throughs

Person Responsible

Deborah Hartog

Schedule

Weekly, from 8/15/2016 to 5/24/2017

Evidence of Completion

Google Drive will be utilized to document data and produce graphs which will be reviewed during weekly leadership meetings.

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

Leadership Team will conduct classroom walk-throughs measuring the impact of common planning on increasing differentiation in the classroom.

Person Responsible

Deborah Hartog


Schedule

Weekly, from 8/29/2016 to 5/24/2017

Evidence of Completion

Classroom walk-through data will be collected, graphed and shared at the weekly leadership team meetings and shared with teachers. Teachers in need of additional support will be addressed based on this data. PLC's will be planned according to the need.


G2. With a positive school culture and high expectations, behavior will improve for all students. 1

 G086832

G2.B1 A lack of consistency in following school-wide strategies for behavior management. 2

 B230838

G2.B1.S1 School-wide implementation of standard operating procedures for classroom expectations. 4

 S243538

Strategy Rationale

If standard operating procedures are implemented in every classroom, then behavior will improve school-wide.

Action Step 1 5

Triangle Elementary will implement Standard Operating Procedures (SOP's) in every classroom with student input to establish ownership and responsibility.

Person Responsible

Deborah Hartog

Schedule

Daily, from 8/10/2016 to 5/24/2017

Evidence of Completion

Classroom walk-throughs will document use of SOP's in classrooms.

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

Professional development will be provided by Michelle Fink to teachers on Standard Operating Procedures.

Person Responsible

Deborah Hartog

Schedule

On 8/4/2016

Evidence of Completion

Teachers will post SOP's in classroom, sample SOPs, and sign-in sheets from True North Logic documenting attendance in professional development.

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

Classroom walk-throughs will be conducted weekly and use of SOPs will be documented.

Person Responsible

Christina Textor

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Use of SOPs will be documented on classroom walk-throughs and the data will be shared at the weekly leadership meetings.

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

Classroom walk-throughs will be conducted and use of Standard Operating Procedures will be documented.

Person Responsible

Christina Textor

Schedule


Weekly, from 8/15/2016 to 5/24/2017

Evidence of Completion

Classroom data documenting teachers' use of SOPs and Decision Ed Early Warning Signs data documenting decrease in referrals.

G2.B2 Staffs' lack of knowledge of strategies to meet the needs of students of low-socioeconomic status.

2

 B230839

G2.B2.S1 Facilitate book study using "Engaging Students With Poverty in Mind" by Eric Jensen. 4

 S243539

Strategy Rationale

If teachers utilize the strategies presented in "Engaging Students With Poverty in Mind", then students will be more engaged in learning and their achievement will improve.

Action Step 1 5

Schedule times to facilitate group discussion of strategies provided in the text and implement strategies in classroom instruction.

Person Responsible

Terri Pfister

Schedule

Monthly, from 10/13/2016 to 5/24/2017

Evidence of Completion

Schedule, PowerPoint, and discussion response sheet

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

Ensure there is scheduled time to discuss strategies in book and require teachers to document implemented strategies in discussion response sheets.

Person Responsible

Terri Pfister

Schedule

Monthly, from 10/13/2016 to 5/24/2017

Evidence of Completion

Schedule and discussion response sheets will be collected by administration. Classroom walk-through data will provide evidence of student engagement and strategies used.

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

Leadership team will conduct classroom walk-through looking for student engagement.

Person Responsible

Christina Textor

Schedule

Weekly, from 10/18/2016 to 5/24/2017

Evidence of Completion

Classroom walk-through data will be monitored for student engagement and needs will be addressed during PLC.

G2.B3 Absence of school norms that clearly articulate appropriate social interactions between students. **2**

 B230840

G2.B3.S1 School-wide implementation of weekly social lessons utilizing Second Steps Social program.

4

 S243540

Strategy Rationale

If we provide lessons in social skills for our students and set school-wide expectations, then the students will be able to interact appropriately in everyday situations.

Action Step 1 **5**

Weekly social-emotional lessons will be taught in the classroom and reinforced on daily school news.

Person Responsible

Linda McGuire

Schedule

Weekly, from 10/17/2016 to 5/24/2017

Evidence of Completion

Lessons will be documented in teachers' lesson plans.

Action Step 2 **5**

Teachers and staff will recognize students for following Triangle's expectations and exhibiting appropriate social interactions with other students. Students will be given Manatee Bucks to spend in the Manatee Market.

Person Responsible

Christina Textor

Schedule

Daily, from 8/10/2016 to 5/24/2017

Evidence of Completion

The manatee bucks will be spent in the manatee market and the total spent will be documented.

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

Lesson plans will be monitored for documentation of social-emotional lessons taught.

Person Responsible

Deborah Hartog

Schedule

Weekly, from 10/18/2016 to 5/24/2017

Evidence of Completion

Lesson plans will be uploaded to the Triangle Elementary share drive each week for review by administration.

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

DecisionEd EWS data will be reviewed quarterly and discussed during data meetings.

Person Responsible

Terri Pfister



Schedule

Quarterly, from 8/3/2016 to 5/24/2017












Evidence of Completion

Reduction in referrals on DecisionEd EWS reports.

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  A315080	Provide professional development to assist with implementation of personalized learning with a...	Hartog, Deborah	8/4/2016	PLC sign-in sheets	8/4/2016 one-time
G2.B1.S1.MA1  M326527	Professional development will be provided by Michelle Fink to teachers on Standard Operating...	Hartog, Deborah	8/4/2016	Teachers will post SOP's in classroom, sample SOPs, and sign-in sheets from True North Logic documenting attendance in professional development.	8/4/2016 one-time
G1.B1.S1.MA1  M326519	Instructional coaches will support teachers on collaborative planning days.	Frazier, Whitney	9/6/2016	Coaches will collect common planning notes from teachers and look for evidence of implementation in lesson plans.	3/31/2017 quarterly
G1.B1.S1.A1  A315079	Substitutes will be provided for grade levels to plan collaboratively three additional days...	Billar, Kathy	9/6/2016	An agenda will be followed to assist in structuring the planning time. Teachers will plan a unit for ELA and Math and document in lesson plans. Coaches will document using planning template.	3/31/2017 quarterly
G1.MA1  M326525	Leadership team will analyze and discuss assessment data during leadership meetings and teacher...	Dooley, Tom	8/29/2016	Schedule of data chats and minutes from meetings. Data will be collected and analyzed from the following sources: I-Station, iReady, LCS Science benchmark, DecisionEd EWS, and FSA.	5/24/2017 monthly
G2.MA1  M326533	Classroom data and Decision Ed EWS data will be collected and reviewed throughout the year.	Hartog, Deborah	8/15/2016	A decrease in referrals on the Decision Ed EWS data will be used to monitor our progress towards the goal.	5/24/2017 weekly
G1.B1.S1.MA1  M326518	Leadership team will conduct weekly classroom walk-throughs to measure the impact of common...	Hartog, Deborah	9/6/2016	Classroom walk-through data will be collected, graphed and shared at the weekly leadership team meetings and shared with teachers. Areas in need of additional support will be addressed based on this data.	5/24/2017 weekly
G1.B2.S1.MA1  M326520	Leadership team will conduct weekly classroom walk-throughs.	Pfister, Terri	9/6/2016	Classroom walk-through schedule and data collected supporting implementation of Standard Operating Procedures.	5/24/2017 weekly
G1.B2.S1.MA1  M326521	Standard Operating Procedures will be added to the classroom walk-through tool.	Textor, Christina	8/15/2016	Google Drive classroom walk-through template	5/24/2017 weekly
G1.B2.S1.A2  A315081	Leadership Team and teachers will visit model Personalized Learning (PL) schools to build an...	Hartog, Deborah	11/1/2016	Schedule of visits to Personalized Learning schools	5/24/2017 annually
G1.B3.S1.MA1  M326522	Leadership Team will conduct classroom walk-throughs measuring the impact of common planning on...	Hartog, Deborah	8/29/2016	Classroom walk-through data will be collected, graphed and shared at the weekly leadership team meetings and shared with teachers. Teachers in need of additional support will be addressed based on this data. PLC's will be planned according to the need.	5/24/2017 weekly
G1.B3.S1.MA1  M326523	Instructional coaches will create a schedule to attend and support grade level common planning...	Billar, Kathy	8/8/2016	Coaches will collect common planning notes from teachers and look for evidence of implementation in lesson plans.	5/24/2017 weekly
G1.B3.S1.MA2  M326524	Leadership Team will conduct classroom walk-throughs	Hartog, Deborah	8/15/2016	Google Drive will be utilized to document data and produce graphs which will be reviewed during weekly leadership meetings.	5/24/2017 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.B3.S1.A1  A315082	Leadership will facilitate weekly common planning with each grade level.	Billar, Kathy	8/8/2016	Schedule of common planning for each grade level and completed planning template.	5/24/2017 weekly
G2.B1.S1.MA1  M326526	Classroom walk-throughs will be conducted and use of Standard Operating Procedures will be...	Textor, Christina	8/15/2016	Classroom data documenting teachers' use of SOPs and Decision Ed Early Warning Signs data documenting decrease in referrals.	5/24/2017 weekly
G2.B1.S1.MA2  M326528	Classroom walk-throughs will be conducted weekly and use of SOPs will be documented.	Textor, Christina	8/10/2016	Use of SOPs will be documented on classroom walk-throughs and the data will be shared at the weekly leadership meetings.	5/24/2017 weekly
G2.B1.S1.A1  A315083	Triangle Elementary will implement Standard Operating Procedures (SOP's) in every classroom with...	Hartog, Deborah	8/10/2016	Classroom walk-throughs will document use of SOP's in classrooms.	5/24/2017 daily
G2.B2.S1.MA1  M326529	Leadership team will conduct classroom walk-through looking for student engagement.	Textor, Christina	10/18/2016	Classroom walk-through data will be monitored for student engagement and needs will be addressed during PLC.	5/24/2017 weekly
G2.B2.S1.MA1  M326530	Ensure there is scheduled time to discuss strategies in book and require teachers to document...	Pfister, Terri	10/13/2016	Schedule and discussion response sheets will be collected by administration. Classroom walk-through data will provide evidence of student engagement and strategies used.	5/24/2017 monthly
G2.B2.S1.A1  A315084	Schedule times to facilitate group discussion of strategies provided in the text and implement...	Pfister, Terri	10/13/2016	Schedule, PowerPoint, and discussion response sheet	5/24/2017 monthly
G2.B3.S1.MA1  M326531	DecisionEd EWS data will be reviewed quarterly and discussed during data meetings.	Pfister, Terri	8/3/2016	Reduction in referrals on DecisionEd EWS reports.	5/24/2017 quarterly
G2.B3.S1.MA1  M326532	Lesson plans will be monitored for documentation of social-emotional lessons taught.	Hartog, Deborah	10/18/2016	Lesson plans will be uploaded to the Triangle Elementary share drive each week for review by administration.	5/24/2017 weekly
G2.B3.S1.A1  A315085	Weekly social-emotional lessons will be taught in the classroom and reinforced on daily school...	McGuire, Linda	10/17/2016	Lessons will be documented in teachers' lesson plans.	5/24/2017 weekly
G2.B3.S1.A2  A315086	Teachers and staff will recognize students for following Triangle's expectations and exhibiting...	Textor, Christina	8/10/2016	The manatee bucks will be spent in the manatee market and the total spent will be documented.	5/24/2017 daily

V. Professional Development Opportunities

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

G1. Triangle Elementary will provide high quality learning experiences for all students by utilizing data to differentiate, plan, and deliver standards-based instruction.

G1.B2 Lack of knowledge on how to create opportunities for personalized learning experiences.

G1.B2.S1 Triangle will develop a school culture which supports a personalized learning environment meeting the needs of all students.

PD Opportunity 1

Provide professional development to assist with implementation of personalized learning with a focus on building school culture by using Standard Operating Procedures in the classroom.

Facilitator

Michelle Finn

Participants

Triangle Elementary teachers

Schedule

On 8/4/2016

PD Opportunity 2

Leadership Team and teachers will visit model Personalized Learning (PL) schools to build an understanding of the impact PL will have on the students in the classroom.

Facilitator

LCS Personalized Learning Team

Participants

Triangle Elementary Teachers

Schedule

Annually, from 11/1/2016 to 5/24/2017

G2. With a positive school culture and high expectations, behavior will improve for all students.

G2.B1 A lack of consistency in following school-wide strategies for behavior management.

G2.B1.S1 School-wide implementation of standard operating procedures for classroom expectations.

PD Opportunity 1

Triangle Elementary will implement Standard Operating Procedures (SOP's) in every classroom with student input to establish ownership and responsibility.

Facilitator

Michelle Finn, LCS Personalized Learning Support Team

Participants

All Triangle Teachers

Schedule

Daily, from 8/10/2016 to 5/24/2017

G2.B2 Staffs' lack of knowledge of strategies to meet the needs of students of low-socioeconomic status.

G2.B2.S1 Facilitate book study using "Engaging Students With Poverty in Mind" by Eric Jensen.

PD Opportunity 1

Schedule times to facilitate group discussion of strategies provided in the text and implement strategies in classroom instruction.

Facilitator

Terri Pfister/Deborah Hartog

Participants

Triangle Elementary Teachers

Schedule

Monthly, from 10/13/2016 to 5/24/2017

G2.B3 Absence of school norms that clearly articulate appropriate social interactions between students.

G2.B3.S1 School-wide implementation of weekly social lessons utilizing Second Steps Social program.

PD Opportunity 1

Weekly social-emotional lessons will be taught in the classroom and reinforced on daily school news.

Facilitator

Terri Pfister and Christy Textor

Participants

Triangle Elementary Teachers

Schedule

Weekly, from 10/17/2016 to 5/24/2017

VI. Technical Assistance Items

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

G1. Triangle Elementary will provide high quality learning experiences for all students by utilizing data to differentiate, plan, and deliver standards-based instruction.

G1.B1 Time constraints during common planning.

G1.B1.S1 Teachers will be provided a minimum of three additional planning days for common planning.

TA Opportunity 1

Substitutes will be provided for grade levels to plan collaboratively three additional days throughout the school year. Teachers will leave with specific deliverables of what students need to know, understand and be able to do and will be applied to lesson plans aligned to the full intent of the standards.

Facilitator

Whitney Frazier, Gayle Thurston, Melissa Dillow

Participants

Grade level teachers

Schedule

Quarterly, from 9/6/2016 to 3/31/2017

VII. Budget

1	G1.B1.S1.A1	Substitutes will be provided for grade levels to plan collaboratively three additional days throughout the school year. Teachers will leave with specific deliverables of what students need to know, understand and be able to do and will be applied to lesson plans aligned to the full intent of the standards.				\$3,620.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0521 - Triangle Elementary School	Other Federal		\$3,620.00
Notes: Notes District Collaborative Funds						
2	G1.B2.S1.A1	Provide professional development to assist with implementation of personalized learning with a focus on building school culture by using Standard Operating Procedures in the classroom.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0521 - Triangle Elementary School	Other		\$4,500.00
Notes: Notes Personalized Learning Grant						

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3	G1.B2.S1.A2	Leadership Team and teachers will visit model Personalized Learning (PL) schools to build an understanding of the impact PL will have on the students in the classroom.				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0521 - Triangle Elementary School	Other		\$7,500.00
			Notes: Notes Personalized Learning Grant			
4	G1.B3.S1.A1	Leadership will facilitate weekly common planning with each grade level.				\$0.00
5	G2.B1.S1.A1	Triangle Elementary will implement Standard Operating Procedures (SOP's) in every classroom with student input to establish ownership and responsibility.				\$0.00
6	G2.B2.S1.A1	Schedule times to facilitate group discussion of strategies provided in the text and implement strategies in classroom instruction.				\$0.00
7	G2.B3.S1.A1	Weekly social-emotional lessons will be taught in the classroom and reinforced on daily school news.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0521 - Triangle Elementary School	Title I, Part A		\$2,500.00
			Notes: Notes			
8	G2.B3.S1.A2	Teachers and staff will recognize students for following Triangle's expectations and exhibiting appropriate social interactions with other students. Students will be given Manatee Bucks to spend in the Manatee Market.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0521 - Triangle Elementary School	Other		\$1,200.00
			Notes: Notes Mount Dora Trust Grant			
Total:						\$19,320.00