

# Tavares Elementary School



# 2016-17 Schoolwide Improvement Plan

## Tavares Elementary School

720 E CLIFFORD ST, Tavares, FL 32778

<https://tel.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	No	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	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 Tavares Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	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.

Our mission at TES is working hand in hand with our committed parents, dedicated school family, in community to create students who will discover life-long learning skills and develop into responsible, respectful and productive citizens of the future. We will strive to recognize individual needs and to promote critical thinking skills, so that each student can reach their highest potential through challenging instruction that is accompanied with resource filled learning.

##### b. Provide the school's vision statement.

TES vision states, " Where small paws make big steps to a great future!"

#### 2. School Environment

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

Each teacher completes a data sheet for their students which is given to this student's teacher the following year. The information collected includes both hard and soft data in relation to academics as well as cultural and behavioral items. Teachers also have a time set aside in the first few weeks of school to go into the guidance suite and review each of their students' cum folders for additional pertinent information. Group activities, Kagan cooperative structures as well as other relationship building activities are introduced during the first week of school to help develop their individual classroom cultures and peer relationships. Communication with parents is a priority so each student is given a "communication folder" where teachers include notes to parents regarding their student's academic progress, behavior, or grade level information and parents can share their concerns or information back to the teacher. Actively our Guidance counselors meet with our teachers to discuss student concerns, their background and needs. Our Social Worker attends conferences, Individual Education Plan meetings and Multi-Tiered Support Systems in order to address the needs of our students as well as their family.

The school has a "Meet the Teacher" event, during pre-school week, which is a time for parents and students to meet the teacher their child will have for the upcoming school year. In the fall, our school held Parent University whereby teachers hosted parents in an open house forum and parents were invited to a curriculum expo where they were able to gather information from all pertinent areas of the campus. Parents are encouraged at each of these events to communicate any questions and/or concerns in relation to their child at any of these meetings. Parent conferences are set up as needed.

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

Students feeling safe and secure on our campus is always a continuing goal for Tavares Elementary. To create this safe environment the school has a Bullpup Pledge which is recited every morning on the announcements. T - for Trustworthiness, A - for Achievement, V - for Values, A - for Academics, R - for Respect, E - for Excellence, S - for Success. This pledge has been engrained in the culture of the school for several years.

Additionally, this year in adopting the Postive Behavior Support (PBS) model we have created the new behavior motto, "Get your G.R.O.W.L. on!" A Tavares Elementary student who has their

G.R.O.W.L. on is showing G - great behavior, R-respect for all, O-on task at all times, W - winning attitude and is striving for L - limitless learning. Students earn "punches" on their Growl Bone when showing these various traits. Weekly, monthly and quarterly, students can use these Growl Bones to earn rewards and entrance into the quarterly Bullpup Growl event. The PBS rewards system incorporates both before and afterschool behaviors and one of our high discipline area for our school bus behavior. All school employees including bus drivers are taught our G.R.O.W.L. behaviors and are encouraged to provide students with punches on their cards as well.

Also, Guidance continues to promote bully-proofing in our school using the "HA HA" activities within the classrooms each month. The additional monthly themed focus areas will be encompassed into their lessons each month and students who are "Bully-busters" honored on the morning announcements.

Utilizing these positive programs in conjunction with a discipline intervention ladder, whereby students who are not following the rules receive interventions to correct their behavior, we maintain a focus on ensuring a safe environment for all students and staff.

**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.**

All staff have been trained on the flow process in the levels of discipline and staff expectations. The district referral form was reviewed by all in pre-school week. Discussion was held on the procedures of handling various discipline problems. Behavioral expectations were made clear to the staff. These expectations were to be taught to the students during the first week of school along with the District Code of Conduct. Bus safety video was seen by all. Bus drivers are currently being trained on the new behavioral rewards program and their expectations. This has been met with excitement from our bus drivers. Discipline data will be gathered at the end of each nine weeks to look for trends in discipline incidents and consequences. This will be reviewed by the PBS team which consists of teachers on each grade level as well as guidance and administrative personnel. Training of staff will occur in areas of found weakness. This may consist of training for school wide staff, grade level, or individual employee. The training will be data driven.

**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.**

Students are taught by the guidance counselors and their teachers, that they may see their guidance counselor as needed. A system is in place for students to sign up for this on an as needed basis. Parents are encouraged to contact the school teachers and/or guidance counselor if they have any concerns for their child. Teachers often ask guidance counselors to sit in on parent conferences for various reasons. We have a social worker who comes to the school weekly to address any concerns we have for families. The social worker often makes home visits to meet with parents on a myriad of issues. The school has a school psychologist who has a behavioral specialist degree. She observes students and works with staff to meet their social-emotional needs. She is part of our Child Study Team as we move students into various areas of Special Education services. The psychologist also works with the MTSS team on behavioral student intervention development and monitoring.

### 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.**

Tavares Elementary School utilizes the Early Warning System to identify students who are struggling due to attendance, retention or behavior. Our Guidance counselors will monitor attendance reports from teachers and run monthly for MTSS meetings and make contact with parents of these students whose absences are chronic.

Students who have been retained were referred to MTSS. Teachers were made aware of these students during cum reviews conducted with both guidance and administration and are monitored during MTSS meetings. A monthly discipline report will be reviewed by both guidance and Administration to determine habitual offenders and interventions when necessary.

At each of these stages, contact with parents is made.

**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	14	6	6	4	3	9	0	0	0	0	0	0	0	42
One or more suspensions	5	9	5	10	9	10	0	0	0	0	0	0	0	48
Course failure in ELA or Math	25	15	8	20	4	1	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	52	40	47	0	0	0	0	0	0	0	139

**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	4	2	1	2	3	1	0	0	0	0	0	0	0	13

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

The intervention strategies utilized by Tavares Elementary to address students at risk and who have been identified through our Early Warning Systems will be two-fold: 1. Early detection and 2. Monitoring through MTSS system. Students will be continually identified by teacher referral, cum reviews and weekly Professional Learning Communities. At the weekly meetings and data discussions, will identify students who are struggling academically. These names will be given to guidance for review and referral to MTSS.

Once a student has been referred for MTSS, guidance, teachers, parents and administration will work collaboratively to identified the needed interventions. One of our goals this year is to ensure our MTSS system is being implemented consistently so we can ensure the interventions and the student's academic or behavior will be monitored and modified as needed.

**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**

Tavares Elementary is not a Title 1 Funded school and does not have a formalized Parent Involvement Plan

### **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.**

Tavares Elementary School extends a welcoming hand to our community and families. In each of our initiatives, our focus is how will this partnership improve student achievement. So we actively solicit volunteers from the community who also share this vision. Currently we are partnering with Hardees who provides food for various breakfast events and in turn we are supporting their mission to give back to the local community with a can food drive. We continue to seek volunteers who work directly in our classrooms by reading with the students, in the media center with book fairs, as well as checking out materials during open library meeting times. Our school desire each year is to increase our volunteer opportunities so we continue having a person designated for processing district paperwork to assist bot volunteers and chaperones by making the process more user friendly and efficient.

To continue fostering partnerships with families we sponsored Parent University whereby parents attended both an open house by visiting their student's classroom but also visited booths sponsored by all of our curriculum areas including one led by our community partner the City of Tavares. Parents were given information on how they can work with their student to improve reading, math, science, STEM and writing as well as information regarding health and music opportunities on our campus.

At the end of each nine weeks we invite our parents to meet with teachers at our Report Card Nights and in the Fall we honor our Dad's during Dad's Bring your Students to School event and our Grandparents with Grits and Grandparents breakfast. In the Spring we will center on Literacy with Literacy Night and science with our Orlando Science Center Night where parents participate in various science experiments and view our Science Fair winners.

Finally the safety of our students is supported through our partnership with the Tavares Police Department. They send officers to walk our campus and send a city representative to participate in our Safe School's meetings. The Fire Department presents safety programs during Fire Prevention Week and provide professional insight in our school's safety plan.

Support is also garnered with a close relationship with our school board representative Debbie Stivender. Her commitment to our school currently is helping to increase our school playground equipment through securing community donations.

Each of these events or initiatives, are evaluated by the Leadership Team each year and if they are no longer assisting with improving student achievement or our campus make improvements and changes. These changes and success opportunities are included in the Leadership Team Agenda and minutes.

### **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
McKinney, Durenda	Principal
Le Moyne, Judith Ann	Instructional Coach
Holmes, Lindsey	Instructional Coach
Veneziano, Anne	Teacher, ESE
Hayes, Angela	School Counselor
Short, Donna	School Counselor
Purdy, Shaunna	Instructional Coach
Phillips, Mary Grace	Instructional Coach
Peppers, Carol	Assistant Principal

### b. Duties

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

The school-based Leadership team consists of the Curriculum Resource Teacher(CRT) (Coordinator for Academics), Guidance Counselors (MTSS Coordinators for Behavior), Literacy Coach, Math Coach, Accelerated Resource Teacher, Content Resource Teacher, ESE Specialist, School Psychologist, Social Worker, Principal, and Assistant Principal. Core members, the Principal, Assistant Principal, and content specific coaches meet weekly whereby each member is able to create a system of supports for both the classroom teacher and the individual students based on the team members area of expertise. The Principal is the Instructional leader for our campus by supporting collaboration in the use of Professional Learning Communities to improve instruction and progress monitoring of student performance. The Curriculum Resource Teacher, Literacy Coach, Math Coach and Accelerated Reading Teacher provide content specific support to classroom teachers during Professional Learning Communities by analyzing student performance data, determining best practices for instructional delivery and side by side coaching. Guidance counselors and the Exceptional Student Specialist monitor students who may be struggling both academically or behaviorally and need additional supports within the classroom by assisting teachers in the implementation of these interventions or accommodations.

#### **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.**

The MTSS is a data-based problem solving process which is an extension of the LCSB district process. It is a formal process of tiered analysis. Teachers work with school-based leadership and disaggregated data by reviewing test scores. Specific subgroup patterns and trends are identified for both the school-wide and individual classroom teaching and learning processes. Individual student's data are also reviewed. If adequate progress is not achieved for targeted students according to MTSS and SIP structures, an intervention plan (Tier 2 or 3) is established. The intervention designs include 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 progress

to the intervention does not lead toward achievement of the performance goal, more extensive and individualized interventions and supports are implemented (Tier 3). These supports include, but are not limited to, the most intense instruction and interventions such as increased time, narrowed focus skills, reduced group-size based upon individual student needs provided in addition to, and aligned with, Tier 1 and Tier 2 academics and supports.

( Title I, Part A:

Tavares Elementary is not a Title 1 school for 2015-16 school year.

Title I, Part C Migrant:

The Title Services Department provides a Migrant Liaison who works with the school's guidance counselors, and the CRT to ensure that migrant students do not face additional educational challenges due to differences in academic standards throughout the country.

Title I, Part D:

The Title Services Department receives funding for services targeting delinquent and neglected students. The guidance counselors, nurse, and social worker ensure compliance with guidelines and assistance to these children and families.

Title II:

The Academic Services Department coordinates funding for technology aimed at increasing student achievement. Funding for professional development is coordinated through the Academic Services Department at the district level. On the school level, the Assistant Principal, Curriculum Resource Specialist, Literacy Coach, Math Coach, Accelerated Resource Specialist, the technology contact, work with the Principal to ensure compliance with guidelines and assistance to children and families.

Title III:

The Academic Services Department coordinates funding for services to English Language Learners (ELL) 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 Guidance Counselor, Social Worker, Family Liaison, and office support staff work together with the Principal, to ensure that all students who qualify for services under the McKinney - Vento Act are provided with the resources and assistance needed.

Supplemental Academic Instruction (SAI):

The funds will be used to provide additional services to low performing subgroups in the areas of reading and mathematics. This assistance will include, but is not limited to, before and after school tutoring remediation programs.

Violence Prevention Programs:

Tavares Elementary School participates in the Too Good for Drugs Bully Proofing Your School prevention programs. The school is implementing the Positive Behavior Support (PBS) program which promotes positive behavior.

Nutrition Programs:

Tavares Elementary School participates in the free and reduced lunch programs, providing daily breakfast and lunch to our students; 69% of which are economically disadvantaged.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Durenda Mc Kinney	Principal
Bonita Gilchrist	Teacher
Scott DeLeo	Business/Community
Sarah Garback	Teacher
Carl Anderson	Parent
Amy Harris	Parent
	Student
Celina Fernandez	Teacher
Ron David	Parent
Richard Stubbs	Teacher
Judi Hendricks	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

At our initial SAC meeting, due to the loss of Title 1, the Principal presented the strategic plan framework, budget and plan from last year seeking discussion and feedback as to any necessary changes. The SAC reviewed and discussed the need to seek funding through other avenues and will be monitoring the school situation at their monthly meetings.

#### b. Development of this school improvement plan

School Leadership analyzes common themes and trends in data regarding Stakeholder Feedback Surveys (Parent, Teacher, Student, and Staff data). Areas of notable achievement and areas that need improvement are reviewed. Student assessment data such as I-station, I-ready, FSA, 5th - Grade Science FCAT, and FLKRS are also analyzed. The data is disaggregated by grade level, subject area, and subgroup populations. Additional data pertaining to attendance and discipline are also considered. A School Improvement Plan is developed to provide focus areas for both students, teachers and the school as a whole, which is submitted to 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 committee vote to approve the proposed plan. The Tavares Elementary School SAC was involved in the development of this school improvement plan by attending scheduled SAC meetings where school data and academic achievement were discussed. School and student needs in areas of concern were the primary focus. Members reviewed the data and made academic recommendations. The Tavares Elementary School Improvement Plan and budget was then developed and brought to the SAC for approval.

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

School budget was shared with the SAC Committee. Discussion and approval was given for various expenditures which correlate with the SIP are reviewed.

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

SAC does not have any available monies this 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
Holmes, Lindsey	Instructional Coach
Le Moyne, Judith Ann	Instructional Coach
McKinney, Durenda	Principal
Shaw, Kalyn	Teacher, K-12
Phillips, Mary Grace	Instructional Coach
Clark, Bobbie Jo	Teacher, K-12
Luevano, Tiffany	Teacher, K-12
Ough, Debbie	Teacher, K-12
Urankar, Cari	Teacher, K-12
Hicks, Stephanie	Teacher, K-12

**b. Duties**

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

The major initiatives of the Tavares Elementary School Literacy Leadership Team for the 2015-2016 school year will be to increase proficiency rates on the Florida Standards Reading, Writing, and Math Assessments as well as the FCAT Science Assessment. Simultaneously we will work with teachers to increase performance in rigorous coursework (complex text, close reading strategies, writing across the curriculum, writing in response to reading). There will be a greater exposure to authentic student writing across all curriculums. The LLT will hold a Family Reading Night during Celebrate Literacy Week. The LLT will set reading goals for I-station, I-ready and Accelerated Reader along with incentives for students to work towards which will encourage reading with accountability, tracking progress, and celebrating success. The LLT will also support special projects including, but not limited to: Read Across America Day in the spring and Dr. Seuss week by having a Seuss Literacy Week. A Seussville carnival will culminate the weeks activities with parent and family fun day of educational activities. Students in grades K-5 will also participate in the Superintendent's Reading Challenge.

**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.**

This year we will continue to embed Professional Learning Communities culturally in order to accomplish all of our Strategic goals this year. Beginning with the master schedule which allows for common planning amongst grade levels each day. Additionally, each Thursday teachers participate in Professional Learning Communities to design and create lesson plans in collaboration with Administration, Instructional Coaches and Exceptional Student Teachers.

Summer writing teams were developed with teachers from every grade level to begin development of the new Florida Standards lesson plans and Performance scales. These teachers met with their grade levels during pre-plan week to begin the process of collaborative development of lesson plans.

Teachers received the Tavares Elementary School Non-Negotiables during pre-planning. To ensure consistent usage, Coaches will complete classroom walk-throughs weekly and charged with targeting feedback to teacher development.

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

1. Goal: New teachers will be partnered with veteran staff in order to provide a supportive environment for new teacher development.

Person Responsible: Carol Peppers, Assistant Principal

2. Goal: "TOPS" training on Florida Educator Accomplished Practices (FEAPs) and orientation of the LCSB policies and procedures.

Person(s) Responsible: District Personnel, Tavares Elementary Leadership Team.

3. Weekly Grade Level Meetings to provide instructional best practices and curricular support.

Person(s) Responsible: Grade Chairs, Mentors, and Leadership Team

4. Professional Learning Community to provide model teaching and to develop teacher effectiveness.

Person(s) Responsible: Instructional Coaches, Accelerated Resource Teacher, Content Specialist Teacher, Assistant Principal, CRT, and Principal.

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

Our Instructional Coaches along with our CRT will mentor and coach our first year teachers in areas of need based on the teacher's feedback. Side by side coaching and model classrooms of teachers exhibiting specific strengths in various domains will be available for teachers showing needs. These teachers can do classroom observations and learn strategies to strengthen their practice.

The new teacher will also be paired with a mentor teacher in their specific grade level to assist them in school and grade level policies and support of instructional practices. Each mentor has a skill set in multiple areas of instructional expertise: Classroom Management, Student Engagement, Higher Order Thinking, Questioning and Discourse, Rigorous Task and Assessments, Lesson Planning and Delivery, Differentiated Instruction, Integration of curriculum across content areas, and Tracking Student Progress (FCIM). Additionally, our new teacher will meet and receive support through grade level teams during common planning time where they will collaborate about instructional focus, lesson planning, develop performance scales and disaggregate data.

## **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 build on our approach of ensuring all classrooms are centered on Standards based instruction, teachers will continue to use performance scales which have been aligned using district blueprints and suggested tasks in each of the content areas. Further, teachers will receive targeted feedback based on classroom walk-throughs with identified growth opportunities. These opportunities will then determine professional development, PLC discussions and side-by-side coaching. Throughout the year, teachers will collaborate during grade level planning and Professional Learning Community time to ensure their lessons are meeting the full intent of the standard.

Additionally, teachers will ensure core instruction is aligned to Florida standards through disaggregation of data from common assessments to help identify areas for improvement in lesson design and delivery, employing the FCIM model of continuous improvement. The Leadership Team will monitor the use of scales, lesson delivery using Marzano high-yield strategies through Classroom walkthrough and give feedback to teachers during Professional Learning Communities.

## **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.***

Standardized assessment data from I-station, i-ready, FCAT Science or classroom assessments assist in providing differentiation to meet the needs of our students. Teachers use this data to scaffold instruction, organize student groups and to identify small group instruction for all content areas. The master schedule also designates an additional (PAWS) reading program which occurs four days a week for a thirty minute block of time allowing students to receive targeted support in specific areas of reading. All of these groups are fluid based on review during grade level planning and PLC of the latest student data and needs.

Data is also used to identify students who would be struggling and have been referred to the Multi-Tiered Support System (MTSS). Interventions are tailored to the student's need and monitored to show student progress. When necessary, additional supports are implemented to ensure student success.

Further, tutoring will be provided for students in grades third through fifth who are struggling in the areas of reading and math. Groups will be formed after analyzing I-station and I-ready 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 after school tutoring funded with SAI funds. Lower quartile students will receive after school tutoring in the development of needed skills in both math and reading for students in grades three through five. Eligibility for the program is based on their individual student performance on: previous FCAT scores, I-station, I-ready, benchmark assessments and classroom assessments. These sessions will be held twice a week for 90 minutes in afternoon sessions.

**Strategy Rationale**

Small groups are needed to give the remediation students more instructional individual attention to the specific strategy being taught.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Le Moyne, Judith Ann, lemoynej@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 test 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.

## 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.**

Voluntary Preschool (VPK) funded by .5 VPK is offered at Tavares Elementary throughout the school year to assist students in achieving readiness skills for kindergarten. Tavares Elementary also provides two ESE Prekindergarten full day all year classrooms for identified at risk children. The Kindergarten teachers and the Curriculum Resource Teacher provide a "Kindergarten Round-Up" program in the spring. The kindergarten teachers provide parents and upcoming kindergarten students with information about the curriculum expectations for the upcoming year. The students will tour the school, have the opportunity to go through the cafeteria line, and ride on a bus. Parents will be provided resources to use with their child to prepare them for kindergarten.

Teachers have developed an assessment instrument to be used with students to determine readiness skills. The instrument is given to incoming kindergarten students prior to the beginning of the school year. The screening results also assist in balancing the kindergarten classes in the fall. In addition, each child is given FLKRS during the first 30 days of school to help determine Pre-Kindergarten readiness skills which the curriculum will need to address.

A "Meet the Teacher" meet and greet event is held in the early evening hours the week before school starts. Students and parents have the opportunity to visit their classrooms and meet their teacher to receive beginning of the year information.

A Kindergarten Curriculum Night is held during the first few weeks of school to review a "Day in the Life" of a student and to address any and all parent concerns.

The Florida Kindergarten Readiness Screener (FLKRS) is administered to all kindergarten students within the first 30 days to determine readiness skills. This data is used to differentiate instructional strategies within the classroom.

## **b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

N/A

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

N/A

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

N/A

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

N/A

## **II. Needs Assessment**

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

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

## B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

## C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary


- G1.** At TEL we will implement effective interventions to sustain a safe and productive learning environment.
- G2.** At TEL, teachers will deliver standards based instruction utilizing high-yield strategies in all content areas to improve student achievement.

## 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.** At TEL we will implement effective interventions to sustain a safe and productive learning environment.

1a

 G086835

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	84.0
One or More Suspensions	83.0

**Targeted Barriers to Achieving the Goal** 3

- At our school we do not have a system in place for reviewing data to include EWS indicators.
- Lack of school-wide management system.

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

- Administrators School-based Leadership Team PBS Guidance Counselors Potential Specialist Skyward system MTSS

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

Consistent use of the Standard Operating Procedure for Attendance & Discipline with monthly review of the EWS data will provide trend data showing a reduction in discipline referrals and suspension for our target areas as well as increased attendance for targeted students.

**Person Responsible**

Durenda McKinney


**Schedule**

Monthly, from 9/6/2016 to 10/14/2016

**Evidence of Completion**

Progress monitoring data charts for EWS data Discipline data, MTSS data, GROWL attendance,

**G2.** At TEL, teachers will deliver standards based instruction utilizing high-yield strategies in all content areas to improve student achievement. **1a**

 G086836

**Targets Supported** **1b**

Indicator	Annual Target
FSA Mathematics Achievement	71.0
Math Gains	79.0
Math Lowest 25% Gains	60.0
FSA ELA Achievement	62.0
ELA/Reading Gains	59.0
ELA/Reading Lowest 25% Gains	45.0
Statewide Science Assessment Achievement	60.0

**Targeted Barriers to Achieving the Goal** **3**

- Inconsistent utilization of high-yield teaching strategies due to lack of intentional planning.
- Lack of targeted feedback of high-yield strategies

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

- Administration, Leadership Team, Instructional personnel, Teacher leaders, PLC process, Standards based teaching map, FCIM, iPD

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

Student achievement data will support the use of professional learning communities and high yield strategies.

**Person Responsible**

Durenda McKinney

**Schedule**

***Evidence of Completion***

CWT trend data

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

ELA, Math, and Science data will show increase in student achievement in all areas by 10%.

**Person Responsible**

Durenda McKinney

**Schedule**

***Evidence of Completion***

BOY, MOY, Istation, I-ready and LSA data

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key



**G1.** At TEL we will implement effective interventions to sustain a safe and productive learning environment. 1

G086835

**G1.B1** At our school we do not have a system in place for reviewing data to include EWS indicators. 2

B230849

**G1.B1.S1** We will implement a system for monitoring EWS indicators. 4

S243550

### Strategy Rationale

If we implement a system to review EWS signs, identified students will receive appropriate interventions.

### Action Step 1 5

Write and provide training on our new Standard Operating System for reviewing Attendance and Discipline data.

#### Person Responsible

Carol Peppers

#### Schedule

On 8/9/2016

#### Evidence of Completion

re Planning agenda reflects Leadership trained teachers on new SOP for Attendance and Discipline.

### Action Step 2 5

EWS data (discipline & attendance) will be printed by data clerk monthly and reviewed per the SOP

#### Person Responsible

Mary Grace Phillips

#### Schedule

#### Evidence of Completion

Skyward Reports: • Summary of Discipline Occurrences • Student Discipline Report •  
Absence Occurrence Report • Data trend analysis to show reduction in referrals for target students

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

Standard operating procedure requires monthly reports run by the data clerk and analyzed by guidance and leadership

**Person Responsible**

Carol Peppers

**Schedule**

Monthly, from 8/10/2016 to 9/30/2016

***Evidence of Completion***

Leadership Agenda will reflect EWS review

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

Leadership and guidance analyze attendance and discipline reports and identify target students at risk.

**Person Responsible**

Carol Peppers

**Schedule**

Monthly, from 9/6/2016 to 10/14/2016

***Evidence of Completion***

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

Monthly EWS data review will be conducted by guidance and leadership team.

**Person Responsible**

Carol Peppers

**Schedule**

Quarterly, from 8/20/2016 to 10/14/2016

***Evidence of Completion***

Leadership agenda, MTSS agenda

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

## G1.B2 Lack of school-wide management system. 2

 B230850

### G1.B2.S1 We will implement and monitor a school wide classroom management system. 4

 S243551

#### Strategy Rationale

If we implement and monitor a school-wide classroom management system, students will self-monitor behavior decreasing school referrals.

#### Action Step 1 5

Provide training on the implement of a standardized behavior chart school-wide

**Person Responsible**

Carol Peppers

**Schedule**

On 8/24/2016

**Evidence of Completion**

Pre-Planning Agenda, CWT

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

CWT data will be modified to include behavior data and analyzed by Leadership for trends

**Person Responsible**

**Schedule**

Monthly, from 9/6/2016 to 10/6/2016

**Evidence of Completion**

CWT data trends

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

Monthly CWT data to determine behavior trends and identify needed PLC agenda areas

**Person Responsible**

Shaunna Purdy

**Schedule**

Monthly, from 9/6/2016 to 10/6/2016

***Evidence of Completion***

Leadership Agenda, PBS agenda, CWT data trends

**G2.** At TEL, teachers will deliver standards based instruction utilizing high-yield strategies in all content areas to improve student achievement. 1

G086836

**G2.B1** Inconsistent utilization of high-yield teaching strategies due to lack of intentional planning. 2

B230851

**G2.B1.S1** Identify and incorporate high-yield strategies using Marzano framework. 4

S243552

### Strategy Rationale

If high-yield teaching strategies are incorporated into daily instruction, then student achievement will increase.

### Action Step 1 5

PLC agenda item will target Marzano strategies.

#### Person Responsible

Judith Ann Le Moyne

#### Schedule

#### Evidence of Completion

PLC agenda, CWT data, Leadership Agenda, Grade level planning agenda

### Action Step 2 5

Provide professional development through Choose Your Learning opportunities either through on-site or district instruction.

#### Person Responsible

Judith Ann Le Moyne

#### Schedule

#### Evidence of Completion

CWT data, PLC minutes, Choose your Learning rosters, Professional Learning in TNL and TEAM

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

Leadership team during CWT will monitor the implementation of high-yield strategies through lesson plans and observations of classroom lesson delivery.

**Person Responsible**

Shaunna Purdy

**Schedule**

***Evidence of Completion***

Leadership Agenda, CWT schedule, CWT data

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

Fidelity check in monitoring implementation through review of agenda, planning, lesson plans, PLC.

**Person Responsible**

Durenda McKinney

**Schedule**


***Evidence of Completion***

Leadership Team minutes and CWT trend data

## G2.B2 Lack of targeted feedback of high-yield strategies 2

 B230852

### G2.B2.S1 Develop targeted feedback. 4

 S243553

#### Strategy Rationale

If we designate specific Coaching days and time, then targeted feedback for improving instruction can be given in a timely manner.

#### Action Step 1 5

Develop specific side by side coaching opportunities to address deficiencies and facilitate collaborative planning opportunities.

##### Person Responsible

Durenda McKinney

##### Schedule

##### *Evidence of Completion*

PLC agenda, Lesson Plans, CWT data, collaborative days

#### Action Step 2 5

Create targeted feedback form.

##### Person Responsible

Durenda McKinney

##### Schedule

##### *Evidence of Completion*

Targeted feedback form



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

Coaching opportunities are recorded on Coaching calendar and noted on Targeted Feedback Form giving specific teacher feedback.

**Person Responsible**

Durenda McKinney

**Schedule**

***Evidence of Completion***

PLC, Calendars and Targeted Feedback Forms

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

Monthly leadership team agendas, PLC agenda will reflect Feedback cycle utilization



















**Person Responsible**

**Schedule**



***Evidence of Completion***

CWT data and TEAM

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G2.MA1  M326564	Student achievement data will support the use of professional learning communities and high yield...	McKinney, Durenda	12/16/2016	CWT trend data	No End Date semiannually
G2.MA2  M326565	ELA, Math, and Science data will show increase in student achievement in all areas by...	McKinney, Durenda	12/1/2016	BOY, MOY, Istation, I-ready and LSA data	No End Date semiannually
G1.B1.S1.MA4  M326554	[no content entered]		10/20/2016		No End Date monthly
G1.B1.S1.A2  A315101	EWS data (discipline & attendance) will be printed by data clerk monthly and reviewed per the SOP	Phillips, Mary Grace	9/30/2016	Skyward Reports: • Summary of Discipline Occurrences • Student Discipline Report • Absence Occurrence Report • Data trend analysis to show reduction in referrals for target students	No End Date monthly
G2.B1.S1.MA1  M326560	Fidelity check in monitoring implementation through review of agenda, planning, lesson plans,...	McKinney, Durenda	10/31/2016	Leadership Team minutes and CWT trend data	No End Date quarterly
G2.B1.S1.MA1  M326561	Leadership team during CWT will monitor the implementation of high-yield strategies through lesson...	Purdy, Shaunna	9/12/2016	Leadership Agenda, CWT schedule, CWT data	No End Date weekly
G2.B1.S1.A1  A315103	PLC agenda item will target Marzano strategies.	Le Moyne, Judith Ann	9/8/2016	PLC agenda, CWT data, Leadership Agenda, Grade level planning agenda	No End Date weekly
G2.B1.S1.A2  A315104	Provide professional development through Choose Your Learning opportunities either through on-site...	Le Moyne, Judith Ann	9/28/2016	CWT data, PLC minutes, Choose your Learning rosters, Professional Learning in TNL and TEAM	No End Date monthly
G2.B2.S1.MA1  M326562	Monthly leadership team agendas, PLC agenda will reflect Feedback cycle utilization		9/15/2016	CWT data and TEAM	No End Date quarterly
G2.B2.S1.MA1  M326563	Coaching opportunities are recorded on Coaching calendar and noted on Targeted Feedback Form giving...	McKinney, Durenda	9/30/2016	PLC, Calendars and Targeted Feedback Forms	No End Date weekly
G2.B2.S1.A1  A315105	Develop specific side by side coaching opportunities to address deficiencies and facilitate...	McKinney, Durenda	10/31/2016	PLC agenda, Lesson Plans, CWT data, collaborative days	No End Date weekly
G2.B2.S1.A2  A315106	Create targeted feedback form.	McKinney, Durenda	9/6/2016	Targeted feedback form	No End Date one-time
G1.B1.S1.A1  A315100	Write and provide training on our new Standard Operating System for reviewing Attendance and...	Peppers, Carol	7/1/2016	re Planning agenda reflects Leadership trained teachers on new SOP for Attendance and Discipline.	8/9/2016 one-time
G1.B2.S1.A1  A315102	Provide training on the implement of a standardized behavior chart school-wide	Peppers, Carol	8/24/2016	Pre-Planning Agenda, CWT	8/24/2016 one-time
G1.B1.S1.MA1  M326555	Standard operating procedure requires monthly reports run by the data clerk and analyzed by...	Peppers, Carol	8/10/2016	Leadership Agenda will reflect EWS review	9/30/2016 monthly
G1.B2.S1.MA1  M326557	Monthly CWT data to determine behavior trends and identify needed PLC agenda areas	Purdy, Shaunna	9/6/2016	Leadership Agenda, PBS agenda, CWT data trends	10/6/2016 monthly
G1.B2.S1.MA1  M326558	CWT data will be modified to include behavior data and analyzed by Leadership for trends		9/6/2016	CWT data trends	10/6/2016 monthly
G1.MA1  M326559	Consistent use of the Standard Operating Procedure for Attendance & Discipline with monthly review...	McKinney, Durenda	9/6/2016	Progress monitoring data charts for EWS data Discipline data, MTSS data, GROWL attendance,	10/14/2016 monthly

**Lake - 0551 - Tavares Elementary School - 2016-17 SIP**  
*Tavares Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1  M326553	Monthly EWS data review will be conducted by guidance and leadership team.	Peppers, Carol	8/20/2016	Leadership agenda, MTSS agenda	10/14/2016 quarterly
G1.B1.S1.MA2  M326556	Leadership and guidance analyze attendance and discipline reports and identify target students at...	Peppers, Carol	9/6/2016		10/14/2016 monthly

## V. Professional Development Opportunities

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

**G1.** At TEL we will implement effective interventions to sustain a safe and productive learning environment.

**G1.B1** At our school we do not have a system in place for reviewing data to include EWS indicators.

**G1.B1.S1** We will implement a system for monitoring EWS indicators.

### PD Opportunity 1

Write and provide training on our new Standard Operating System for reviewing Attendance and Discipline data.

#### Facilitator

Carol Peppers trainer

#### Participants

Instructional Staff

#### Schedule

On 8/9/2016

**G1.B2** Lack of school-wide management system.

**G1.B2.S1** We will implement and monitor a school wide classroom management system.

### PD Opportunity 1

Provide training on the implement of a standardized behavior chart school-wide

#### Facilitator

Donna Short, Carol Peppers

#### Participants

Instructional staff

#### Schedule

On 8/24/2016

**G2.** At TEL, teachers will deliver standards based instruction utilizing high-yield strategies in all content areas to improve student achievement.

**G2.B1** Inconsistent utilization of high-yield teaching strategies due to lack of intentional planning.

**G2.B1.S1** Identify and incorporate high-yield strategies using Marzano framework.

**PD Opportunity 1**

Provide professional development through Choose Your Learning opportunities either through on-site or district instruction.

**Facilitator**

Coaches and teacher leaders

**Participants**

Instructional Staff

**Schedule**

**G2.B2** Lack of targeted feedback of high-yield strategies

**G2.B2.S1** Develop targeted feedback.

**PD Opportunity 1**

Develop specific side by side coaching opportunities to address deficiencies and facilitate collaborative planning opportunities.

**Facilitator**

Coaches

**Participants**

Instructional staff in coaching opportunities

**Schedule**

## 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	Write and provide training on our new Standard Operating System for reviewing Attendance and Discipline data.				\$0.00
2	G1.B1.S1.A2	EWS data (discipline & attendance) will be printed by data clerk monthly and reviewed per the SOP				\$0.00
3	G1.B2.S1.A1	Provide training on the implement of a standardized behavior chart school-wide				\$0.00
4	G2.B1.S1.A1	PLC agenda item will target Marzano strategies.				\$0.00
5	G2.B1.S1.A2	Provide professional development through Choose Your Learning opportunities either through on-site or district instruction.				\$0.00
6	G2.B2.S1.A1	Develop specific side by side coaching opportunities to address deficiencies and facilitate collaborative planning opportunities.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	0551 - Tavares Elementary School	Other		\$0.00
			Notes: Collaborative Funding for Elementary Schools (COLLT) Project Number 18001			
7	G2.B2.S1.A2	Create targeted feedback form.				\$0.00
Total:						\$0.00