

The School District of Lee County

Tortuga Preserve Elementary School



2016-17 Schoolwide Improvement Plan

Tortuga Preserve Elementary School

1711 GUNNERY RD N, Lehigh Acres, FL 33971

<http://tpe.leeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Lee 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 Tortuga Preserve Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

Tortuga Preserve Elementary School's mission is through quality practices, collaboration, respect and dedication, we will engineer leaders today for tomorrow.

b. Provide the school's vision statement.

Tortuga Preserve Elementary School's vision is to be an elite national model for STEM education.

2. School Environment

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

Teachers build relationships with their students by using the Love and Logic program and understanding each individual student.

Kagan Cooperative Learning is used, which allows teachers at Tortuga Preserve Elementary to build relationships with their students through cooperative learning, team-building, and class-building activities.

The school uses Choosing Excellence to help teachers understand students' basic needs and build relationships through class meetings where they share their thoughts and feelings.

Tortuga Preserve Elementary holds events such as: student led conferences, family events, and curriculum nights. These events provide opportunities to build quality relationships by bringing school and families together.

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

Tortuga Preserve Elementary holds grade level assemblies to reinforce school-wide expectations to help maintain a safe school environment.

The school is a participant in the Positive Behavior Support program which encourages and emphasizes the acknowledgement of positive behaviors taking place around the school.

There is a safety patrol team that helps to monitor and keep students safe around the school at the beginning and end of the school day.

Through Choosing Excellence, teachers work with their students to understand their basic needs and how to meet those needs to ensure learning is taking place. Teachers also engage students in questioning techniques to allow students to have a deeper understanding of their feelings, thoughts, and needs, both academically and behaviorally.

The Love and Logic program allows teachers to discipline students with dignity, while building relationships..

The school has a guidance counselor who meets with students in small group and one-on-one to help

students feel safe and respected.

There has an SOS (Save our School) program where staff members mentor students and check in and out with the students on a regular basis.

The school has a GALS (Girls as Leaders) club that focuses on creating girls with leadership qualities that will carry on through middle school.

The school has a TYMS (Tortuga Young Men's Society) that focuses on creating respectable young men with leadership qualities that will carry on through middle school.

Administration works with students to make positive changes and consistently checks in with those students to see how they are doing.

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.

School expectations have been established and are presented to the students in grade level expectation assemblies at the beginning of the year. These expectations are also posted around the school and reviewed throughout the year by teachers and on the school news.

Tortuga Preserve Elementary participates in the Positive Behavior and Interventions Support program. Students are rewarded Tortuga Tokens for following the school expectations and making positive behavior choices, and by showing they are leaders at the school. There are quarterly celebrations and special events for students who earn them through their positive behavior.

Processes and procedures for behavior have been created and established by the School Leadership Team. Each grade level has a protocol that they follow for misbehavior in the classroom that includes reflection time and phone calls to parents. If the behavior problems continue the school uses an infraction form, the Educational Resource Center (to create a plan to correct the behavior), and office referrals. Classroom behavioral management systems that teachers use include a color-clip step system, Class Dojo, daily point cards, and planner markings.

Administration ensures that teachers are trained in Love and Logic, Positive Behavior and Interventions Support, Deescalation and Proactive Strategies for the classroom, writing infraction reports, check-in and check-out procedures, and the Questioning Model that goes with Choosing Excellence.

The guidance counselor develops learning strategies, self-management strategies, and social skills with small groups and one-on-one meetings with students struggling behaviorally.

Learning for Life and Auto Be Good are resources available to help teach positive behavior skills.

A Check-in and Check-out system is utilized with students in need of positive adult interactions and positive feedback throughout the school day.

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.

Through Love and Logic training, teachers learn to discipline with dignity helping to meet the social-emotional needs of the students.

Through Choosing Excellence and questioning, teachers at the school ensure that the basic needs of the students are being met, which include social-emotional needs.

Tortuga Preserve Elementary has a team of support for students who have social-emotional needs that includes the full-time guidance counselor, full-time behavior specialist, and social worker. Also, the School Intervention Support Specialist oversees the Florida Multi-tiered System of Support (MTSS) process which is designed to use data and progress monitoring to support students' academic and social-emotional outcomes.

Tortuga Preserve Elementary provides support to the students and families that need it through programs such as Laces of Love, the Food Pantry, a uniform exchange, and an eye glass and vision screening program.

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.

NA

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

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

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

2. Description

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.

Tortuga Preserve Elementary actively reaches out to community members and businesses to develop meaningful partnerships. School personnel, parents, and volunteers pursue these partnerships and recommend partners to the school's administration. Once approved, community and business partners work with teachers, parents, and volunteers to support activities, events, and learning opportunities for the stakeholders. Some of our partnerships include:

- Providence Church
- Wendy's
- Publix
- Laces of Love
- Horace Mann Financial Services
- Boy Scouts
- Harry Chapin Food Bank

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
LeMaster, Scott	Principal
Bobak, Amy	Assistant Principal
Silcox, Rebecca	Instructional Coach
Northrup, Michelle	Instructional Coach
Vest, Marla	Instructional Coach
Hunt, Maria	Instructional Coach
Jeronimus, Julie	Instructional Coach

b. Duties

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

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading/Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Curriculum Specialist

- MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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.

Tortuga Preserve Elementary examines different academic groups: lowest 25%, ESE students, students in the MTSS process, and distributes allocations accordingly. The leadership team meets regularly to analyze school and/or student progress to ensure that the needs of all students are being met within a multi-tiered system of student supports. Monitoring of MTSS and SIP structures will be done through PLCs, monthly data meetings, and ESOL review meetings.

Title I, Part A Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between

programs.

Title III Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI) SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by

meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Hilda Hernandez	Parent
Jennifer Mooneyham	Parent
Luz-Helena Arias	Education Support Employee
Na'Shara Tyson	Teacher
Donna McNulty	Business/Community
Shawn Bergen	Business/Community
Lucinda Defreitas	Business/Community
Janet Ovalle	Parent
Jason Nice	Teacher
Bernes Scott	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SIP plan will be discussed at the October 5, 2016 SAC meeting. Questions will be answered regarding data and school grade. SAC members presented the new Parent Involvement Plan to the 2016-2017 SAC team for approval on August 23, 2016.

b. Development of this school improvement plan

SAC members will review the working document, offer revision suggestions, and provide approval on School Improvement Plan on October 5, 2016.

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

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

School improvement funds will be allocated to school wide data driven initiatives related to student achievement.

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
LeMaster, Scott	Principal
Bobak, Amy	Assistant Principal
Silcox, Rebecca	Instructional Coach
Jeronimus, Julie	Instructional Coach
Northrup, Michelle	Instructional Coach
Vest, Marla	Instructional Coach
Hunt, Maria	Instructional Coach
Phennicie, Molly	Instructional Coach

b. Duties

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

The LLT will promote literacy within the school by supporting teachers in the goal of every students making personal academic growth in reading. Using data, LLT members will pull small groups for remediation and enrichment based on standards.

The team will plan and promote literacy events like family literacy night and Read Across America.

The LLT will meet to discuss concerns and questions grade levels and teachers may be facing with ELA.

The team will plan and implement AR goals and celebrations.

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.

Tortuga Preserve Elementary participates in professional learning communities and the district APPLES New Teacher Mentoring program. During faculty meetings Kagan Cooperative Learning activities are used to help build relationships and promote interactions between teachers. Grade level teachers have common planning periods daily.

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

Tortuga Preserve Elementary recruits highly qualified teachers by: advertising positions, attending district recruitment events, and holding intensive interviews.

Tortuga Preserve Elementary develops and retains highly qualified, certified-in-field, effective teachers by: using the district APPLES New Teacher Mentoring program for new teachers. New teachers are paired with highly qualified mentor teachers. Mentors meet weekly with new teachers to help support them in areas such as teaching techniques and processes, classroom management, evaluations, and procedural processes of the school. The program also allows teaches to complete a school-based professional development plan for curriculum and other areas new teachers struggle.

Tortuga Preserve Elementary has a Champion program that pairs new teachers to the building with school ambassadors in order to provide an overview of the school and expectations.

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

New teachers are assigned mentor teachers who have completed Clinical Education and have agreed to act as a mentor. Pairings are chosen based on personality, strengths, weaknesses, and assigned grade levels. Mentoring activities include observations with pre and post conferences, model lessons, coaching, and weekly meetings that focus on areas of need and school processes. The district APPLES New Teacher Mentoring Program also requires new teachers to attend specific professional development courses.

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.

Tortuga Preserve Elementary School follows the district's academic plans that are standard-based to ensure that curriculum is aligned with the Florida standards.

Administration checks lesson plans weekly to ensure lessons and curriculum being taught is standards-based and aligns with Florida standards.

Administration looks for objectives and lessons that follow and are aligned with the Florida standards when they perform walk-throughs and classroom observations.

Common assessments that are standards-based are used by grade levels to ensure Florida standards are being assessed.

Teachers and administration ensure computer programs and resources used in classroom are standards-based and aligned with Florida standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Tortuga Preserve Elementary uses STAR reading and math, STAR Early Literacy, standard checkpoints, formative standards-based assessments, and classroom observations to collect data on student progress. This data is used by teachers for planning and during PLC meetings to create a plan for remediation and enrichment instruction for students.

The school has grade level common intervention/enrichment time, called Turtle Time, that is used by teachers to assist students in getting the skills and standards that they need to be successful. The teachers use data to create a plan for remediating standards students did not score proficiently on during assessments. This includes students walking to other other classrooms that are hitting those specific standards and resource teachers pushing into grade levels and classrooms to help those students that are struggling to be proficient on standards.

Teachers also use this data to create small group instruction and centers in the classroom. Activities are planned to help students practice and learn those skills and standards they are having difficulty attaining proficiency. This allows teachers to differentiate what different students need based on the 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: Extended School Day

Minutes added to school year: 2,640

Teachers will incorporate an intervention/enrichment time, called Turtle Time, for all students. This time will be used for remediation and enrichment of standards in core academic areas. Teachers will use data to drive the instruction to meet the individual needs of the students. Focus will be on 4th and 5th grade students in the lowest 25% in both ELA and Math.

Strategy Rationale

This strategy will increase the time students are engaged in learning and the instruction will be meeting the instructional needs of students in each core subject area.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

LeMaster, Scott, scottle@leeschools.net

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

STAR Reading and Math scores, Performance Matters, and standard-based formative assessments will be used for progress monitoring to look for student growth.

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.

Kindergarten Orientation Night is held prior to start of the school year for incoming kindergarten students and families to familiarize them with school and expectations for upcoming school year.

Kindergarten Screening to assess basic skills and school readiness - oral language/syntax, print/letter knowledge, phonological awareness/processing - is given to students entering kindergarten. Data is used to group students and plan for instructional needs of students.

5th Grade students moving to middle school will have opportunities to attend various middle school open houses held during school choice open enrollment.

Data chats and presentations are held with 5th grade students to understand scheduling and electives when in middle school.

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.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers implement effective classroom management strategies, then the number of discipline referrals resulting in out-of-school suspensions will decrease.

- G2.** If core subject area teachers track standards, then student achievement will increase in all content areas.

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. If teachers implement effective classroom management strategies, then the number of discipline referrals resulting in out-of-school suspensions will decrease. 1a

G088414

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	96.0

Targeted Barriers to Achieving the Goal 3

- Teachers not familiar with effective classroom management strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Love and Logic training
- Kagan Cooperative Learning
- Discipline Process Training
- APPLES Mentor teachers
- PBS Team

Plan to Monitor Progress Toward G1. 8

District Priorities Progress Monitoring Out-of-School Suspension Data comparing 15-16 to 16-17

Person Responsible

Scott LeMaster

Schedule

Quarterly, from 10/17/2016 to 5/26/2017

Evidence of Completion

District Priorities Progress Monitoring Out-of-School Suspension Data will be used to look for a decrease in out-of-school suspensions when comparing 15-16 with the 16-17 school year.

Plan to Monitor Progress Toward G1. 8

Disciple Data Reports and Castle Discipline Data

Person Responsible

Rebecca Silcox

Schedule

Monthly, from 8/18/2016 to 5/18/2017

Evidence of Completion

Discipline Data Reports will be used to look for patterns in discipline (students, locations, teachers, incident type) to help provide support where needed.

G2. If core subject area teachers track standards, then student achievement will increase in all content areas. 1a

G088415

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	49.0
FSA Mathematics Achievement	57.0
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal 3

- Lack of experience in tracking standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resource Teachers, Teacher Leaders and Coaches
- Professional Development
- District Personnel

Plan to Monitor Progress Toward G2. 8

Track scores from STAR Reading and Math progress monitoring

Person Responsible

Scott LeMaster

Schedule

Quarterly, from 8/11/2016 to 5/22/2017

Evidence of Completion

Data from STAR Reading and Math; Data from FSA ELA and Math

Plan to Monitor Progress Toward G2. 8

Track scores from Science baseline and midyear assessments

Person Responsible

Rebecca Silcox

Schedule

Semiannually, from 8/30/2016 to 12/22/2016

Evidence of Completion

Data from Science baseline and midyear assessments; Data from Science State Assessment

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. If teachers implement effective classroom management strategies, then the number of discipline referrals resulting in out-of-school suspensions will decrease. **1**

 G088414

G1.B1 Teachers not familiar with effective classroom management strategies **2**

 B235146

G1.B1.S1 Train teachers in Love and Logic. **4**

 S247907

Strategy Rationale

Teachers will be able to use Love and Logic strategies to de-escalate student behavior situations and discipline with dignity.

Action Step 1 **5**

Love and Logic Training

Person Responsible

Michelle Northrup

Schedule

On 8/2/2016

Evidence of Completion

Inservice report of attendance; implementation of Love and Logic strategies

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

Classroom Walk-Throughs

Person Responsible

Scott LeMaster

Schedule

On 5/26/2017

Evidence of Completion

Classroom Walk-Through notes; 2D Targeted Observations

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

Infraction Reports and Referrals

Person Responsible

Scott LeMaster

Schedule

On 5/26/2017

Evidence of Completion

Discipline Reports; Castle Discipline Data

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

Provide training and support in classroom management strategies

Person Responsible

Scott LeMaster

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Love and Logic training; APPLES meetings with administration and mentors focusing on classroom management; Professional Development trainings focused on classroom management and discipline

G1.B1.S2 Teachers will use Kagan Cooperative strategies in the classroom to increase student engagement. 4

 S247908

Strategy Rationale

By teachers engaging students in their learning environment, students will be less likely to be off task.

Action Step 1 5

Kagan Cooperative Learning Strategies to increase student engagement

Person Responsible

Maria Hunt

Schedule

Annually, from 5/16/2017 to 5/17/2017

Evidence of Completion

Student engagement will increase as demonstrated through walkthroughs, TL walkabouts, decrease in referrals; Inservice report of attendance

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

Classroom Walkthroughs

Person Responsible

Scott LeMaster

Schedule

Daily, from 5/16/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough notes; Domain 3 Targeted Observations and Evaluations

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

Provide training in effective student engagement strategies

Person Responsible

Scott LeMaster

Schedule

Annually, from 5/16/2017 to 5/25/2018

Evidence of Completion

Kagan Cooperative Learning Training ; Provide additional support and coaching in the use of Kagan; conduct walkabouts with Teacher Leaders focused on the area of student engagement

G1.B1.S3 Teachers will utilize Positive Behavior Interventions and Support (PBIS) rewards and celebrations to promote positive behavior in the classroom and around the school. 4

S247909

Strategy Rationale

PBIS helps to focus on the positive, instead of the negative behaviors.

Action Step 1 5

PBIS Quarterly Celebrations

Person Responsible

Rebecca Silcox

Schedule

Quarterly, from 10/28/2016 to 5/26/2017

Evidence of Completion

Number of students in attendance to the event

Action Step 2 5

Implementation of PBIS reward system, including Tortuga Tokens

Person Responsible

Rebecca Silcox

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Decrease in student discipline infractions and referrals

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Quarterly events on calendar and promoted to students

Person Responsible

Rebecca Silcox

Schedule

Quarterly, from 8/10/2016 to 5/27/2017

Evidence of Completion

Flyers; Students attendance to quarterly events

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Monthly PBIS meetings

Person Responsible

Rebecca Silcox

Schedule

On 5/18/2017

Evidence of Completion

Meeting notes with focus on rewards system implementation and discipline data reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Provide support and trainings in classroom management strategies

Person Responsible

Scott LeMaster

Schedule

Daily, from 8/2/2016 to 5/26/2017

Evidence of Completion

PBIS training and reward system; Love and Logic training; APPLES meetings with administration and mentors focusing on classroom management; Professional Development trainings focused on classroom management and discipline

G2. If core subject area teachers track standards, then student achievement will increase in all content areas.

1

G088415

G2.B1 Lack of experience in tracking standards 2

B235149

G2.B1.S1 Provide training and support in tracking standards for teachers in grades 3-5. 4

S247911

Strategy Rationale

This would allow teachers to understand how to track standards.

Action Step 1 5

Administration will provide teachers with training on how to use an interactive standards tracker.

Person Responsible

Amy Bobak

Schedule

On 9/14/2016

Evidence of Completion

The evidence of completion will be implementation of interactive standards using assessment given.

Action Step 2 5

Teachers will bring interactive spreadsheet and data to professional learning community meetings weekly.

Person Responsible

Amy Bobak

Schedule

Weekly, from 9/14/2016 to 5/17/2017

Evidence of Completion

Evidence of completion will be the professional learning community meeting minutes from each grade level and completed spreadsheet on SharePoint.

Action Step 3 5

Collaborative team planning focused on tracking standards

Person Responsible

Scott LeMaster

Schedule

Weekly, from 9/14/2016 to 5/17/2017

Evidence of Completion

Evidence will be minutes from planning meetings.

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

Administration will attend professional learning community meetings, hold monthly data meetings with grade levels, and review standard tracking data and conduct ongoing progress monitoring of the data.

Person Responsible

Scott LeMaster

Schedule

Weekly, from 9/14/2016 to 5/17/2017

Evidence of Completion

PLC minutes will be taken addressing the four questions (What do students need to know? How do we know that students know it? What do we do for the students that do not get it? What do we do for the students that already get it?). Evidence will also be the up-to-date spreadsheets teachers bring to meetings and PLCs.

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

Monitor evidence of implementation of interactive standards tracker and progress monitoring

Person Responsible

Scott LeMaster

Schedule

Weekly, from 9/14/2016 to 5/17/2017

Evidence of Completion

Current standards trackers on SharePoint; current data tracked on classroom data walls

G2.B1.S2 Administration will meet monthly with grade levels to discuss student progress towards mastery of grade level standards. 4

S247912

Strategy Rationale

This allows administration to ensure that teachers understand how to track standards based on data that is being collected.

Action Step 1 5

Grade Level Meetings with administration, scheduled monthly

Person Responsible

Scott LeMaster

Schedule

On 5/15/2017

Evidence of Completion

Meeting minutes reflecting discussion of standards and current progress monitoring

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Meetings will be included on the Week-at-a-Glance emails and office calendar

Person Responsible

Amy Bobak

Schedule

Monthly, from 9/26/2016 to 5/15/2017

Evidence of Completion

Meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Calendar invites will be sent to teachers through Outlook

Person Responsible

Scott LeMaster

Schedule

Monthly, from 9/26/2016 to 5/15/2017

Evidence of Completion

Meeting minutes with attendance

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitor evidence of implementation of interactive standards tracker and progress monitoring

Person Responsible

Scott LeMaster

Schedule

Monthly, from 9/26/2016 to 5/15/2017

Evidence of Completion

Current standards tracker on SharePoint and current data displayed on classroom data walls

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.B1.S1.A1 A322969	Love and Logic Training	Northrup, Michelle	8/2/2016	Inservice report of attendance; implementation of Love and Logic strategies	8/2/2016 one-time
G2.B1.S1.A1 A322973	Administration will provide teachers with training on how to use an interactive standards tracker.	Bobak, Amy	9/14/2016	The evidence of completion will be implementation of interactive standards using assessment given.	9/14/2016 one-time
G2.MA2 M336415	Track scores from Science baseline and midyear assessments	Silcox, Rebecca	8/30/2016	Data from Science baseline and midyear assessments; Data from Science State Assessment	12/22/2016 semiannually
G2.B1.S2.MA1 M336411	Monitor evidence of implementation of interactive standards tracker and progress monitoring	LeMaster, Scott	9/26/2016	Current standards tracker on SharePoint and current data displayed on classroom data walls	5/15/2017 monthly
G2.B1.S2.MA1 M336412	Meetings will be included on the Week-at-a-Glance emails and office calendar	Bobak, Amy	9/26/2016	Meeting minutes	5/15/2017 monthly
G2.B1.S2.MA2 M336413	Calendar invites will be sent to teachers through Outlook	LeMaster, Scott	9/26/2016	Meeting minutes with attendance	5/15/2017 monthly
G2.B1.S2.A1 A322976	Grade Level Meetings with administration, scheduled monthly	LeMaster, Scott	9/26/2016	Meeting minutes reflecting discussion of standards and current progress monitoring	5/15/2017 one-time
G2.B1.S1.MA1 M336409	Monitor evidence of implementation of interactive standards tracker and progress monitoring	LeMaster, Scott	9/14/2016	Current standards trackers on SharePoint; current data tracked on classroom data walls	5/17/2017 weekly
G2.B1.S1.MA1 M336410	Administration will attend professional learning community meetings, hold monthly data meetings...	LeMaster, Scott	9/14/2016	PLC minutes will be taken addressing the four questions (What do students need to know? How do we know that students know it? What do we do for the students that do not get it? What do we do for the students that already get it?). Evidence will also be the up-to-date spreadsheets teachers bring to meetings and PLCs.	5/17/2017 weekly
G2.B1.S1.A2 A322974	Teachers will bring interactive spreadsheet and data to professional learning community meetings...	Bobak, Amy	9/14/2016	Evidence of completion will be the professional learning community meeting minutes from each grade level and completed spreadsheet on SharePoint.	5/17/2017 weekly
G2.B1.S1.A3 A322975	Collaborative team planning focused on tracking standards	LeMaster, Scott	9/14/2016	Evidence will be minutes from planning meetings.	5/17/2017 weekly
G1.B1.S2.A1 A322970	Kagan Cooperative Learning Strategies to increase student engagement	Hunt, Maria	5/16/2017	Student engagement will increase as demonstrated through walkthroughs, TL walkabouts, decrease in referrals; Inservice report of attendance	5/17/2017 annually
G1.MA2 M336408	Discipline Data Reports and Castle Discipline Data	Silcox, Rebecca	8/18/2016	Discipline Data Reports will be used to look for patterns in discipline (students, locations, teachers, incident type) to help provide support where needed.	5/18/2017 monthly
G1.B1.S3.MA2 M336406	Monthly PBIS meetings	Silcox, Rebecca	8/18/2016	Meeting notes with focus on rewards system implementation and discipline data reports	5/18/2017 one-time
G2.MA1 M336414	Track scores from STAR Reading and Math progress monitoring	LeMaster, Scott	8/11/2016	Data from STAR Reading and Math; Data from FSA ELA and Math	5/22/2017 quarterly
G1.MA1 M336407	District Priorities Progress Monitoring Out-of-School Suspension Data comparing 15-16 to 16-17	LeMaster, Scott	10/17/2016	District Priorities Progress Monitoring Out-of-School Suspension Data will be used to look for a decrease in out-of-	5/26/2017 quarterly

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Tortuga Preserve Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				school suspensions when comparing 15-16 with the 16-17 school year.	
G1.B1.S1.MA1 M336399	Provide training and support in classroom management strategies	LeMaster, Scott	8/10/2016	Love and Logic training; APPLES meetings with administration and mentors focusing on classroom management; Professional Development trainings focused on classroom management and discipline	5/26/2017 daily
G1.B1.S1.MA1 M336400	Classroom Walk-Throughs	LeMaster, Scott	8/29/2016	Classroom Walk-Through notes; 2D Targeted Observations	5/26/2017 one-time
G1.B1.S1.MA2 M336401	Infraction Reports and Referrals	LeMaster, Scott	8/10/2016	Discipline Reports; Castle Discipline Data	5/26/2017 one-time
G1.B1.S3.MA1 M336404	Provide support and trainings in classroom management strategies	LeMaster, Scott	8/2/2016	PBIS training and reward system; Love and Logic training; APPLES meetings with administration and mentors focusing on classroom management; Professional Development trainings focused on classroom management and discipline	5/26/2017 daily
G1.B1.S3.A1 A322971	PBIS Quarterly Celebrations	Silcox, Rebecca	10/28/2016	Number of students in attendance to the event	5/26/2017 quarterly
G1.B1.S3.A2 A322972	Implementation of PBIS reward system, including Tortuga Tokens	Silcox, Rebecca	8/10/2016	Decrease in student discipline infractions and referrals	5/26/2017 daily
G1.B1.S3.MA1 M336405	Quarterly events on calendar and promoted to students	Silcox, Rebecca	8/10/2016	Flyers; Students attendance to quarterly events	5/27/2017 quarterly
G1.B1.S2.MA1 M336402	Provide training in effective student engagement strategies	LeMaster, Scott	5/16/2017	Kagan Cooperative Learning Training ; Provide additional support and coaching in the use of Kagan; conduct walkabouts with Teacher Leaders focused on the area of student engagement	5/25/2018 annually
G1.B1.S2.MA1 M336403	Classroom Walkthroughs	LeMaster, Scott	5/16/2017	Classroom walkthrough notes; Domain 3 Targeted Observations and Evaluations	5/25/2018 daily

V. Professional Development Opportunities

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

G1. If teachers implement effective classroom management strategies, then the number of discipline referrals resulting in out-of-school suspensions will decrease.

G1.B1 Teachers not familiar with effective classroom management strategies

G1.B1.S1 Train teachers in Love and Logic.

PD Opportunity 1

Love and Logic Training

Facilitator

Lavonna Roth

Participants

All Tortuga Preserve Elementary Teachers

Schedule

On 8/2/2016

G1.B1.S2 Teachers will use Kagan Cooperative strategies in the classroom to increase student engagement.

PD Opportunity 1

Kagan Cooperative Learning Strategies to increase student engagement

Facilitator

Meagan Janssen

Participants

APPLES Teachers

Schedule

Annually, from 5/16/2017 to 5/17/2017

G2. If core subject area teachers track standards, then student achievement will increase in all content areas.

G2.B1 Lack of experience in tracking standards

G2.B1.S1 Provide training and support in tracking standards for teachers in grades 3-5.

PD Opportunity 1

Administration will provide teachers with training on how to use an interactive standards tracker.

Facilitator

Bobak, Amy

Participants

Tortuga Preserve Elementary Teachers grades 3-5

Schedule

On 9/14/2016

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	Love and Logic Training				\$3,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	531000-INTANGIBLE ASSETS - COMPUTER SOFTWARE	0597 - Tortuga Preserve Elementary School	Title I, Part A		\$3,900.00
2	G1.B1.S2.A1	Kagan Cooperative Learning Strategies to increase student engagement				\$0.00
3	G1.B1.S3.A1	PBIS Quarterly Celebrations				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	9100	500-Materials and Supplies	0597 - Tortuga Preserve Elementary School	General Fund		\$1,000.00
4	G1.B1.S3.A2	Implementation of PBIS reward system, including Tortuga Tokens				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	9100	500-Materials and Supplies	0597 - Tortuga Preserve Elementary School	General Fund		\$1,000.00
5	G2.B1.S1.A1	Administration will provide teachers with training on how to use an interactive standards tracker.				\$0.00
6	G2.B1.S1.A2	Teachers will bring interactive spreadsheet and data to professional learning community meetings weekly.				\$0.00
7	G2.B1.S1.A3	Collaborative team planning focused on tracking standards				\$0.00
8	G2.B1.S2.A1	Grade Level Meetings with administration, scheduled monthly				\$0.00
					Total:	\$5,900.00