

School District of Indian River County

Treasure Coast Elementary School



2017-18 Schoolwide Improvement Plan

Treasure Coast Elementary School

8955 85TH ST, Sebastian, FL 32958

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	C*	D

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Indian River 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Treasure Coast Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Treasure Coast Elementary is committed to providing a world-class education to empower each student to reach his or her highest potential socially and academically by creating a school wide culture where all key stakeholders are rooted in a continuous approach of developing knowledge, skills and compassion.

b. Provide the school's vision statement.

At Treasure Coast Elementary, developing socially and academically in a risk free environment is a priority for all key stakeholders.

2. School Environment

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

Our teachers and staff prioritize relationship building among our students, teachers and staff. Each year a teacher is designated to coordinate culturally responsive school wide activities. School wide events are planned throughout the school year to represent and celebrate the diverse backgrounds of our

students and staff. Through the following programs, our school will integrate culturally sensitive instruction and professional development that will help build a deeper understanding and appreciation for diverse backgrounds and experiences:

- Multicultural Committee
- Veterans Recognition
- Women's studies
- History of Africans and African Americans
- * Civic Responsibility

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

Our School Improvement Plan will serve as a guide to insure teachers and staff are trained to create and sustain a safe and respectful learning environment at Treasure Coast Elementary. Classroom rules are designed to foster leadership among all key stakeholders. Teachers and staff demonstrate respectful behavior and teach students effective ways to share their thoughts, ideas and concerns. We monitor the culture of the school through surveys and use this data to implement plans to address concerns.

•Provide ongoing professional development training to support teachers who need help in creating evidence based methods and structures for expanding positive interpersonal interaction in classroom settings.

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.

- Our staff has participated in back to school professional development to implement de-escalation strategies
- Develop and implement a differentiated system of school counseling services via Social Services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels during school-wide training at the beginning of the year;
- *Our staff has participated in professional development to implement de-escalation strategies
- School Based Safety Committee created methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.
- *As necessary meet with the School based Multi-Tiered System of Supports Team to problem solve and address issues that may need to be monitored and for which strategies for improvement may be created, discussed, and supported.

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.

- Our staff has participated in back to school professional development to implement de-escalation strategies
- Ensure teachers are trained in Classroom management strategies Schoolwide behavior system (G.R.I.T.)
- Ongoing school-wide professional development related to relationship building, intentional teaching, mindset, and student achievement
 - Staff training and full implementation of the district Positive Climate and Discipline plan, which includes; fostering positive climates that are safe, supportive, and engaging; providing fair and consistent disciplinary procedures; and the focus on accountability measures for behavior that allow all students to grow behaviorally, academically, socially, and academically through fair, proactive, corrective, and instructive strategies
 - Provide professional development respectfully and effectively address disrespectful comments as well as strategies to respectfully correct misbehavior throughout the school
 - *Utilize staff, student and family surveys (both school and Title I Parent survey) to identify ways we can promote opportunities for students to develop social skills through varied activities.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

We monitor students weekly through MTSS Meetings with staff.
The following Early Warning System indicators are considered for each student:
Attendance below 90%
One or more suspensions

Level 1 score on the statewide, standardized assessment in English Language Arts and/or Mathematics and or Science (5th grade)
Below grade level performance on CORE assessments in ELA and/or Mathematics and/or Science
Scoring below level on I-Ready for Math and/or Reading

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	8	17	14	16	9	17	0	0	0	0	0	0	0	81
One or more suspensions	0	0	0	3	2	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	2	1	4	1	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	2	5	4	0	0	0	0	0	0	0	11
	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	2	0	4	1	0	0	0	0	0	0	0	7

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

Through the weekly MTSS problem solving meetings, the MTSS Team and teachers will determine the appropriate research based interventions based on student needs. These interventions may include any of the following:

- Implementation of the gradual release of responsibility model to provide guided practice and differentiated support
- Early intervention/ conference with families to work to problem-solve or see how best to support
- Extended learning opportunities through 21st Century and Title I
- Implementation of guided reading and math utilizing I-Ready materials as well as Go Math and Wonders
- Title I Parent/Family Involvement Activities to support families, as well as engaging with community partners
- Training parents/ families to access to the district wide FOCUS information system to keep them informed of their child's progress and attendance
- Planned Discussions and Goal Setting for individual students; including family
- Notification procedures for parents, agency and community outreach

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/453742>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Treasure Coast Elementary will continue to build and sustain partnerships with the local community through ongoing outreach/communication as well as by providing notification of meetings/events, including our Parent Teacher Association, School Advisory Council, School Wide Awards Ceremonies for academic improvement and success, delivery of school messages to provide information pertaining to school/district events and updates, consistent messages on our marquee. In addition, we have established community partnerships with the Education Foundation, Riverside Theater, Vero Beach Art Museum, Sebastian Fitness, Affordable Stone Solutions, Sebastian Karate, Maximum Velocity Gymnastics, Treasure Coast Pet Grooming, Barnes and Noble Book Store and Handy Watford's Painting to support funding for our parent communication folders, family events and awards ceremonies.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Tetreault, Elizabeth	Principal
Bethel, Robyn	Assistant Principal
Justice, Jennifer	Instructional Coach
Honey, Cindy	Instructional Coach
Keen, Jeramy	Instructional Coach
O'Connell, Michelle	Instructional Coach

b. Duties

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

The school based leadership team members work collaboratively with administration to analyze student data, problem solve (using the 8 step problem solving model), establish goals, identify strategies/resources and potential barriers and to monitor for fidelity and effectiveness. In addition, the leadership team writes grants, creates instructional calendars with mini assessments, creates and facilitates ongoing professional development and peer observation as well as coaching cycles.

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.

District benchmark assessments, core reading, math and science assessments, running records, FAIR, ORF, FLKRS/DIBELS, and classroom performance (student work samples) support the school's data based problem-solving process to implement and monitor MTSS and SIP structures. Additionally, we implement PBIS and will be using FOCUS to track behavioral data and respond to our students' social/emotional needs.

The principal identifies strengths in her staff, seeks input and ideas to maximize desired student outcomes.

Ongoing curriculum meetings facilitated by the principal, assistant principal and school leadership team on a monthly basis, as well as weekly grade level meetings will support teachers in developing methodology to differentiate instruction and yield the highest impact.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tabetha Esposito	Teacher
Wendee Haddick	Parent
Matthew Sims	Parent
Chris Discepolo	Business/Community
Elizabeth Tetreault	Principal
Anthonie Mazzolini	Parent
Marquerie Oglivie	Parent
Colletta Murray	Teacher
Narvis Heredia	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At our first SAC Meeting, the School Advisory Council reviewed the goals that were established in the 2016-17 School Improvement Plan and analyzed the 2017 FSA data.

The council agreed to continue to address standards based instruction through guided collaborative planning so that teachers would continue to receive ongoing staff development and support from instructional coaches. Additionally, the School Advisory Council agreed that our staff receive additional training to utilize the Fountas & Pinnell Benchmarking System in order to identify student's developmental needs in reading and insure they receive differentiated support. The council identified the need for teachers to utilize I-Ready workbooks that would support intensive supports/enrichment and guided practice in the areas of math and reading.

In order to improve science instruction, students in grades 3-5 will attend the Science Lab on a

regular rotation as scheduled by the Science Coordinator, Jeremy Keen.

b. Development of this school improvement plan

The 2017-18 SIP is an ongoing collaborative effort that began with an analysis of student FSA data. The School Advisory Council reviewed the 8 step problem solving plan and the work that the teachers had done during their professional development in August to identify the problem, barriers and resources.

The council reviewed the action plan to address overall proficiency and learning gains in Math, Reading, and Science.

It was determined that standards based instruction delivered in a gradual release of responsibility model would address consistency to deliver Tier I instruction and overall proficiency. The council agreed that focused staff development would take place as follows:

Reading: teachers would be trained by Heinemann staff developers to receive professional development in using the Fountas & Pinnell Benchmarking System to assess and analyze student's reading development

Reading and Math - instructional coaches would facilitate ongoing professional development through collaborative planning and early release days

Science Lab - students in grades 3-5 will have lab lessons delivered by Science Coordinator, he will also support collaborative planning with teachers to utilize Stemsopes (the new science curriculum)

We will continue to monitor the implementation of our strategies and p/d through data analysis. We will modify our plan throughout the year as needed.

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

Review the budget, Identify high impact goals, and align budget priorities to those goals.

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

NA

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
Tetreault, Elizabeth	Principal
Bethel, Robyn	Assistant Principal
Justice, Jennifer	Instructional Coach
Honey, Cindy	Instructional Coach
Keen, Jeramy	Instructional Coach
O'Connell, Michelle	Instructional Coach

b. Duties

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

The LLT has worked collaboratively with teachers to create schedules for collaborative planning, data analysis and professional development to support implementation of standards based instruction in a gradual

release of responsibility model and best practices in literacy.

During these meetings, teacher development to improve Tier 1 instruction is planned and monitored. Our action plan has been created to address facilitated collaboration to construct lesson plans rooted in standards based instruction. Consistent monitoring of implementation will take place through instructional observations, peer observations as well as analysis of student data.

We are addressing the barrier of limited staff development by working with staff developers from Heinemann to train teachers to utilize Fountas & Pinnell Benchmarking System in order to identify the developmental needs of our students and implement differentiated support based on an analysis of their reading running records.

The implementation of staff development will be monitored through ongoing observations and analysis of student reading running records.

We will continue to monitor the effectiveness of our p/d and modify our plans as needed.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

This year our school will hold weekly grade level curriculum meetings. These meetings will include data review and analysis, sharing and review of instructional resources and strategies.

Another venue for encouraging positive working relationships and collaboration among teachers is participation in Grade Level Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based practices and methods are utilized to focus on the implementation of standards based instruction through the Gradual Release of Responsibility methodology.

Student improvement is monitored and instruction is modified as needed based on decisions made through collaborative data analysis meetings with teachers and the Leadership Team.

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

- Utilize the Human Resources Department to provide advice on all hiring and placement procedures
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office and phone interviews,
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Indian River County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

At the school level, school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teachers deliver standards based instruction using the Florida Standards and state approved adopted resources and research based instructional materials. Ongoing grade level collaborative planning meetings are conducted on a weekly basis to monitor student progress, provide collaborative planning and ensure our core instructional programs and materials are aligned with Florida's Standards.

Teachers also receive instructional guidance from instructional coaches in literacy and math through an established coaching cycle including, lesson planning, modeled instruction of the gradual release of responsibility with ongoing feedback and opportunities for reflection. Instructional observation data is collected to monitor instruction, provide feedback to teachers, and identify global trends. Analysis of student data and observational data is used to identify needs, plan professional development and to provide continuous instructional support.

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.

- Holding meetings 2 times per month to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS) and Math Standards (MAFS)
- Implementing the Gradual Release of Responsibility methodology to include whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule to include a minimum of 60 minutes for math instruction
- Providing tiered supports based on student needs
- Providing instruction aligned with the Language Arts and Math Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Leadership Team Meetings
- Conducting data chats with students
- Students receiving push-in/pull out services for ESE/ELL

- Providing small group remediation/enrichment in after school program

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: 120

Students in this program receive instruction to support their educational needs (both enrichment and remediation) through planned instructional activities aligned with the standards

Strategy Rationale

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bethel, Robyn, robyn.bethel@indianriverschools.org

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

Student enrollment and attendance
Student academic data
Parent/ student surveys

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, community and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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.

We have established partnerships with the The Indian River Sheriff's Department, The Executive Round Table of Indian River, and the local businesses to provide our students opportunities to work with volunteers from a variety of business backgrounds.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Our strengths include student proficiency overall in reading, math and science.

Our areas of need include improving learning gains in both reading and math.

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.

Teachers need additional support to deliver standards based instruction in the gradual release of responsibility model in order to differentiate instruction and support the diverse needs of their students. Teachers need additional support to identify developmental needs of students in the area of reading to create a K-5 continuous approach that will support reading development for each and every student.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through provided support and facilitated collaborative planning, teachers will deepen their understanding of the Gradual Release of Responsibility Model to plan lessons and deliver the Florida Standards across all content areas with rigor; focusing on all students demonstrating mastery of the skills.
- G2.** Increase number of key stakeholders to support student engagement, celebrate student success and build school wide culture.

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. Through provided support and facilitated collaborative planning, teachers will deepen their understanding of the Gradual Release of Responsibility Model to plan lessons and deliver the Florida Standards across all content areas with rigor; focusing on all students demonstrating mastery of the skills.

1a

G094367

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FSA Mathematics Achievement	70.0
Statewide Science Assessment Achievement	62.0

Targeted Barriers to Achieving the Goal 3

- Teachers and staff need professional development to construct lessons aligned with the standards.
- Instructional coaches and teachers need consistent collaborative planning to develop deepened understanding of standards based instruction.
- Instructional coaches and teachers need professional development to provide differentiated support through the Gradual Release of Responsibility Model.
- Instructional coaches and teachers need materials to deliver differentiated instruction in reading.
- Instructional coaches and teachers need materials to deliver differentiated instruction in math.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches and administration to provide weekly facilitated professional development through collaborative planning to construct standards based lessons.
- Identified "model" classrooms to support school wide professional development on differentiating instruction through peer observations.
- Instructional coaches and administrators to facilitate collaborative planning utilizing test item specs, standards and curriculum maps.
- Title 1 school based STEM coach to support science and technology standards alignment
- Research based, supplemental program, I-Ready to provide differentiated support for all students.

Plan to Monitor Progress Toward G1. 8

Instructional observations will be used to monitor the implementation of GRI and SBI

Person Responsible

Elizabeth Tetreault

Schedule

Monthly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Instructional evaluations, walk through data,

Plan to Monitor Progress Toward G1. 8

I-Ready, formative assessments, and reading running records monitoring tools will be used monitor student progress

Person Responsible

Robyn Bethel

Schedule

Monthly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Data analysis meeting notes, progress monitoring reports

G2. Increase number of key stakeholders to support student engagement, celebrate student success and build school wide culture. 1a

G094368

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	90.0
School Climate Survey - Parent	90.0

Targeted Barriers to Achieving the Goal 3

- Providing ongoing communication to keep all key stakeholders informed
- Provide a variety of activities to capture interest and attendance of all key stakeholders

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1 Family Involvement resources
- dedicated staff
- PTA
- School Wide Message System
- Quarterly Newsletter
- Marquee
- Twitter
- Business Partnerships

Plan to Monitor Progress Toward G2. 8

The data to be collected will include events calendars, volunteer hours/sign in sheets, as well as events attendance logs.

Person Responsible

Robyn Bethel

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Evidence will include, organizational membership counts, parent sign-in logs, volunteer hours, conference sign-ins, school surveys and parent feedback.

Action Plan for Improvement

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

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Through provided support and facilitated collaborative planning, teachers will deepen their understanding of the Gradual Release of Responsibility Model to plan lessons and deliver the Florida Standards across all content areas with rigor; focusing on all students demonstrating mastery of the skills. **1**

 G094367

G1.B1 Teachers and staff need professional development to construct lessons aligned with the standards.

2

 B253407

G1.B1.S1 Instructional coaches and administration will meet with teachers on a weekly basis to deconstruct and reconstruct standards to plan lessons aligned with Florida's standards. **4**

 S267562

Strategy Rationale

With facilitated support teachers will develop deepened understanding of the intent of the standards and how to construct lesson plans aligned with Florida Standards.

Action Step 1 **5**

Weekly collaborative planning facilitated by instructional coaches and administration will help teachers construct lesson plans aligned with the standards. .

Person Responsible

Elizabeth Tetreault

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Evidence to be collected will include (but not limited to) grade level lesson plans, data review notes, team meetings agendas, pre and post reflection sheets, and instructional rounds feedback

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

Leadership team meetings will be scheduled with the grade level teams to monitor student progress on a monthly basis.

Person Responsible

Elizabeth Tetreault

Schedule

Monthly, from 9/11/2017 to 9/11/2017

Evidence of Completion

Collaborative planning schedule, team meeting agendas will be developed and shared with the leadership team, including notes/feedback..

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

Teacher lesson plans will be used to monitor lesson plans are aligned with standards across all content areas.

Person Responsible

Robyn Bethel

Schedule

Biweekly, from 9/11/2017 to 5/18/2018

Evidence of Completion

Checklist/teacher feedback forms, teacher evaluations

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

Classroom instruction will be monitored for standards based instruction. ,

Person Responsible

Elizabeth Tetreault

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough data and teacher evaluation data

G1.B2 Instructional coaches and teachers need consistent collaborative planning to develop deepened understanding of standards based instruction. 2

 B253408

G1.B2.S1 Create calendar of grade level collaborative planning meetings facilitated by instructional coaches and administration. 4

 S267563

Strategy Rationale

When we have clear expectations with committed, consistent dates/times, the planning will be prioritized.

Action Step 1 5

Work with the instructional leadership team and grade level chairs to create collaborative planning schedules.

Person Responsible

Elizabeth Tetreault

Schedule

Every 6 Weeks, from 8/14/2017 to 5/25/2018

Evidence of Completion

Collaborative planning calendars Sign in sheets Collaborative planning notes Teacher lesson plans

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

Collaborative planning will be facilitated by instructional coaches and administration.

Person Responsible

Elizabeth Tetreault

Schedule

Weekly, from 8/22/2017 to 5/25/2018

Evidence of Completion

Collaborative planning notes Attendance Logs Lesson Plans

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

Instructional observations will be used to monitor the implementation of lesson plans created through collaborative planning.

Person Responsible

Elizabeth Tetreault

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Teacher evaluations Lesson plans

G1.B3 Instructional coaches and teachers need professional development to provide differentiated support through the Gradual Release of Responsibility Model. **2**

 B253409

G1.B3.S1 Instructional coaches and teachers will receive professional development to utilize reading running records to inform instruction. **4**

 S267564

Strategy Rationale

When instructional coaches and teachers are able to identify students development needs, they will be able to support the needs of all learners through small guided reading groups.

Action Step 1 **5**

Create coaching calendars for teachers to receive professional development on standards based instruction through the Gradual Release of Responsibility Model.

Person Responsible

Elizabeth Tetreault

Schedule

On 8/24/2017

Evidence of Completion

Coaching Calendars

Action Step 2 **5**

Create peer observation calendar for teachers to visit exemplar models of GRI and SBI

Person Responsible

Elizabeth Tetreault

Schedule

On 8/24/2017

Evidence of Completion

Calendar

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

Instructional coaches and administration will attend peer observations and PD

Person Responsible

Elizabeth Tetreault

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Agenda's Notes Calendars

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

School wide trends will be collected to monitor the implementation of standards based instruction through the Gradual Release of Responsibility Model throughout the school.

Person Responsible

Robyn Bethel

Schedule

Monthly, from 9/11/2017 to 5/25/2018

Evidence of Completion

Trends report Excel Spreadsheet

G1.B4 Instructional coaches and teachers need materials to deliver differentiated instruction in reading. 2

 B253410

G1.B4.S1 Purchase Fountas & Pinnell Benchmarking System to determine student's development needs in reading. 4

 S267565

Strategy Rationale

Teachers will be able to implement reading running records with fidelity to determine student's developmental needs and inform instruction.

Action Step 1 5

Purchase Fountas & Pinnell Benchmark Kits

Person Responsible

Elizabeth Tetreault

Schedule

On 8/21/2017

Evidence of Completion

PO

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Attend professional development with teachers and instructional coaches

Person Responsible

Elizabeth Tetreault

Schedule

Quarterly, from 9/25/2017 to 5/25/2018

Evidence of Completion

Notes/materials/agendas from professional development Attendance rosters

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monitor the implementation of the benchmarking systems to identify student's developmental needs and inform instruction to provide differentiated support.

Person Responsible

Elizabeth Tetreault

Schedule

Every 3 Weeks, from 9/25/2017 to 5/25/2018

Evidence of Completion

Reading running records data I-Ready data Formative assessment data

G1.B5 Instructional coaches and teachers need materials to deliver differentiated instruction in math. 2

 B253411

G1.B5.S1 Instructional coaches and teachers need a variety of evidence based materials to deliver standards based instruction through the GRI model 4

 S267566

Strategy Rationale

With a variety of materials teachers will be able to scaffold the level of support provided to students and differentiate instruction.

Action Step 1 5

Order I-Ready student resources.

Person Responsible

Robyn Bethel

Schedule

Evidence of Completion

PO Materials

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Inventory will be taken to insure materials are distributed to teachers.

Person Responsible

Robyn Bethel

Schedule

On 9/11/2017

Evidence of Completion

Inventory report

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Instructional observations and lesson plans will be used to monitor the effectiveness of standards based instruction through GRI model using I-Ready resources.

Person Responsible

Elizabeth Tetreault

Schedule

Biweekly, from 9/14/2017 to 5/25/2018

Evidence of Completion

Teacher lesson plans Teacher observations

G2. Increase number of key stakeholders to support student engagement, celebrate student success and build school wide culture. 1

G094368

G2.B1 Providing ongoing communication to keep all key stakeholders informed 2

B253412

G2.B1.S1 Create informative outreach campaign to all key stakeholders through twitter, newsletters, marquee 4

S267567

Strategy Rationale

When all key stakeholders receive consistent communication about engaging events, they will be more likely to attend and participate in school wide events.

Action Step 1 5

Plan a variety of school events, inviting all key stakeholders.

Person Responsible

Elizabeth Tetreault

Schedule

Every 6 Weeks, from 8/27/2018 to 8/27/2018

Evidence of Completion

School calendars Flyers Invitations School Website/Social Media Advertising

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

Monitor the use of newsletters, twitter, invitations, marquee to insure implementation of plan to build attendance of all key stakeholders at school wide events.

Person Responsible

Robyn Bethel

Schedule

Quarterly, from 9/25/2017 to 5/25/2018

Evidence of Completion

Attendance Logs Pictures of events Feedback from parents

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

Monitor the number of key stakeholders attending school wide events.

Person Responsible

Robyn Bethel

Schedule

Every 6 Weeks, from 9/10/2018 to 9/10/2018

Evidence of Completion

Evidence will include, organizational membership counts, parent sign-in logs, volunteer hours, conference sign-ins, school surveys and parent feedback.

G2.B1.S2 Increase parent involvement in the educational process through a variety of family nights 4

 S267568

Strategy Rationale

When families are involved in a child's education, the student is more likely to want to do well both socially and academically.

Action Step(s) Missing for Goal #2, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G2.B2 Provide a variety of activities to capture interest and attendance of all key stakeholders **2**

 B253413

G2.B2.S1 Utilize a variety of ways to build number of key stakeholders attending school wide events. **4**

 S267569

Strategy Rationale

Use of a variety of modalities to reach all key stakeholders with information about school wide events will increase their participation.

Action Step 1 **5**

Implement use of Twitter, newsletters, marquee and messages to invite all key stakeholders to school wide events.

Person Responsible

Elizabeth Tetreault

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Twitter feeds Newsletters Flyers Recorded messages

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

School Improvement Plan meetings as well as School Advisory Council meetings will be used to monitor for fidelity of implementation of a variety of activities and attendance of key stakeholders.

Person Responsible

Elizabeth Tetreault

Schedule

Quarterly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Events Calendars Attendance Logs

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

School Improvement Plan meetings as well as School Advisory Council Meetings will analyze event data, including events calendars and attendance.

Person Responsible

Schedule

Monthly, from 9/5/2017 to 5/31/2018

Evidence of Completion

Notes from SIP Meetings Notes from SAC

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B5.S1.A1  A355882	Order I-Ready student resources.	Bethel, Robyn	No Start Date	PO Materials	No End Date one-time
G1.B4.S1.A1  A355881	Purchase Fountas & Pinnell Benchmark Kits	Tetreault, Elizabeth	8/21/2017	PO	8/21/2017 one-time
G1.B3.S1.A1  A355879	Create coaching calendars for teachers to receive professional development on standards based...	Tetreault, Elizabeth	8/21/2017	Coaching Calendars	8/24/2017 one-time
G1.B3.S1.A2  A355880	Create peer observation calendar for teachers to visit exemplar models of GRI and SBI	Tetreault, Elizabeth	8/22/2017	Calendar	8/24/2017 one-time
G1.B1.S1.MA1  M379962	Leadership team meetings will be scheduled with the grade level teams to monitor student progress...	Tetreault, Elizabeth	9/11/2017	Collaborative planning schedule, team meeting agendas will be developed and shared with the leadership team, including notes/feedback..	9/11/2017 monthly
G1.B5.S1.MA1  M379971	Inventory will be taken to insure materials are distributed to teachers.	Bethel, Robyn	9/11/2017	Inventory report	9/11/2017 one-time
G1.B1.S1.MA3  M379963	Teacher lesson plans will be used to monitor lesson plans are aligned with standards across all...	Bethel, Robyn	9/11/2017	Checklist/teacher feedback forms, teacher evaluations	5/18/2018 biweekly
G1.MA1  M379972	Instructional observations will be used to monitor the implementation of GRI and SBI	Tetreault, Elizabeth	9/11/2017	Instructional evaluations, walk through data,	5/25/2018 monthly
G1.MA2  M379973	I-Ready, formative assessments, and reading running records monitoring tools will be used monitor...	Bethel, Robyn	9/11/2017	Data analysis meeting notes, progress monitoring reports	5/25/2018 monthly
G2.MA1  M379978	The data to be collected will include events calendars, volunteer hours/sign in sheets, as well as...	Bethel, Robyn	8/21/2017	Evidence will include, organizational membership counts, parent sign-in logs, volunteer hours, conference sign-ins, school surveys and parent feedback.	5/25/2018 monthly
G1.B1.S1.MA1  M379961	Classroom instruction will be monitored for standards based instruction. ,	Tetreault, Elizabeth	8/28/2017	Classroom walkthrough data and teacher evaluation data	5/25/2018 weekly
G1.B1.S1.A1  A355877	Weekly collaborative planning facilitated by instructional coaches and administration will help...	Tetreault, Elizabeth	8/21/2017	Evidence to be collected will include (but not limited to) grade level lesson plans, data review notes, team meetings agendas, pre and post reflection sheets, and instructional rounds feedback	5/25/2018 weekly
G1.B2.S1.MA1  M379964	Instructional observations will be used to monitor the implementation of lesson plans created...	Tetreault, Elizabeth	8/28/2017	Teacher evaluations Lesson plans	5/25/2018 weekly
G1.B2.S1.MA1  M379965	Collaborative planning will be facilitated by instructional coaches and administration.	Tetreault, Elizabeth	8/22/2017	Collaborative planning notes Attendance Logs Lesson Plans	5/25/2018 weekly
G1.B2.S1.A1  A355878	Work with the instructional leadership team and grade level chairs to create collaborative planning...	Tetreault, Elizabeth	8/14/2017	Collaborative planning calendars Sign in sheets Collaborative planning notes Teacher lesson plans	5/25/2018 every-6-weeks
G1.B3.S1.MA1  M379966	School wide trends will be collected to monitor the implementation of standards based instruction...	Bethel, Robyn	9/11/2017	Trends report Excel Spreadsheet	5/25/2018 monthly
G1.B3.S1.MA1  M379967	Instructional coaches and administration will attend peer observations and PD	Tetreault, Elizabeth	8/21/2017	Agenda's Notes Calendars	5/25/2018 weekly

Indian River - 0341 - Treasure Coast Elementary School - 2017-18 SIP
Treasure Coast Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1  M379968	Monitor the implementation of the benchmarking systems to identify student's developmental needs...	Tetreault, Elizabeth	9/25/2017	Reading running records data I-Ready data Formative assessment data	5/25/2018 every-3-weeks
G1.B4.S1.MA1  M379969	Attend professional development with teachers and instructional coaches	Tetreault, Elizabeth	9/25/2017	Notes/materials/agendas from professional development Attendance rosters	5/25/2018 quarterly
G1.B5.S1.MA1  M379970	Instructional observations and lesson plans will be used to monitor the effectiveness of standards...	Tetreault, Elizabeth	9/14/2017	Teacher lesson plans Teacher observations	5/25/2018 biweekly
G2.B1.S1.MA1  M379975	Monitor the use of newsletters, twitter, invitations, marquee to insure implementation of plan to...	Bethel, Robyn	9/25/2017	Attendance Logs Pictures of events Feedback from parents	5/25/2018 quarterly
G2.B2.S1.A1  A355884	Implement use of Twitter, newsletters, marquee and messages to invite all key stakeholders to...	Tetreault, Elizabeth	8/14/2017	Twitter feeds Newsletters Flyers Recorded messages	5/25/2018 biweekly
G2.B2.S1.MA1  M379976	School Improvement Plan meetings as well as School Advisory Council Meetings will analyze event...		9/5/2017	Notes from SIP Meetings Notes from SAC	5/31/2018 monthly
G2.B2.S1.MA1  M379977	School Improvement Plan meetings as well as School Advisory Council meetings will be used to...	Tetreault, Elizabeth	9/5/2017	Events Calendars Attendance Logs	5/31/2018 quarterly
G2.B1.S1.A1  A355883	Plan a variety of school events, inviting all key stakeholders.	Tetreault, Elizabeth	8/27/2018	School calendars Flyers Invitations School Website/Social Media Advertising	8/27/2018 every-6-weeks
G2.B1.S1.MA1  M379974	Monitor the number of key stakeholders attending school wide events.	Bethel, Robyn	9/10/2018	Evidence will include, organizational membership counts, parent sign-in logs, volunteer hours, conference sign-ins, school surveys and parent feedback.	9/10/2018 every-6-weeks

V. Professional Development Opportunities

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

G1. Through provided support and facilitated collaborative planning, teachers will deepen their understanding of the Gradual Release of Responsibility Model to plan lessons and deliver the Florida Standards across all content areas with rigor; focusing on all students demonstrating mastery of the skills.

G1.B1 Teachers and staff need professional development to construct lessons aligned with the standards.

G1.B1.S1 Instructional coaches and administration will meet with teachers on a weekly basis to deconstruct and reconstruct standards to plan lessons aligned with Florida's standards.

PD Opportunity 1

Weekly collaborative planning facilitated by instructional coaches and administration will help teachers construct lesson plans aligned with the standards. .

Facilitator

Liz Tetreault, Robyn Bethel, Jennifer Alderton, Cindy Honey, Jeramy Keen, Michelle O'Connell

Participants

Instructional coaches, administration and teachers

Schedule

Weekly, from 8/21/2017 to 5/25/2018

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	Weekly collaborative planning facilitated by instructional coaches and administration will help teachers construct lesson plans aligned with the standards. .				\$0.00
2	G1.B2.S1.A1	Work with the instructional leadership team and grade level chairs to create collaborative planning schedules.				\$0.00
3	G1.B3.S1.A1	Create coaching calendars for teachers to receive professional development on standards based instruction through the Gradual Release of Responsibility Model.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0341 - Treasure Coast Elementary School			\$10,000.00
4	G1.B3.S1.A2	Create peer observation calendar for teachers to visit exemplar models of GRI and SBI				\$0.00
5	G1.B4.S1.A1	Purchase Fountas & Pinnell Benchmark Kits				\$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0341 - Treasure Coast Elementary School			\$6,500.00
6	G1.B5.S1.A1	Order I-Ready student resources.				\$8,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0341 - Treasure Coast Elementary School			\$8,500.00
7	G2.B1.S1.A1	Plan a variety of school events, inviting all key stakeholders.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0341 - Treasure Coast Elementary School	Title, I Part A		\$3,000.00
8	G2.B2.S1.A1	Implement use of Twitter, newsletters, marquee and messages to invite all key stakeholders to school wide events.				\$0.00
Total:						\$28,000.00