

Three Points Elementary

4001 S GOLDENROD RD, Orlando, FL 32822

<https://threepointses.ocps.net/>

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 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	89%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Orange 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	30
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

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 Three Points Elementary

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.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

When a student registers at Three Points, our registrar and front desk clerk inquire about a child's specific needs such as medical requirements, social needs, educational needs, or family needs. This information is then passed to the appropriate person that can best help (School Nurse, Social Worker, Guidance Counselor, ESE Staffing or ESOL CT).

The relationship between students and teachers is nurtured through the use of regular class meetings. This gives students time to be heard as well as the opportunity to listen to their peers with the guidance of the teacher. It makes students feel that their voices and opinions are valued.

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

The Three Points expectations focus on safety first. Staff members greet students arriving to school at the car rider area, bus area, walker area, and the cafeteria area. Additionally, each nine weeks students are given a presentation that highlights the Orange County Public School's Code of Student Conduct. This ensures that students are aware of the rules and know how to report and react to bullying or harassment situations. In addition to the above two strategies, we employ a comprehensive guidance program in which our Guidance Counselor delivers lessons in the classroom on a variety of topics that help our students make the right choices.

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.

Three Points Elementary employs the Positive Behavior Support (PBS) system. Through this system, students are taught our school-wide expectations and what they look like when being followed. Our PAWS Expectations are: Students are Responsible, Always Respectful, Work Hard and Show Self-Control. A large component of the PBS philosophy is that students are rewarded when following these expectations. Our students receive "PAW Bucks" that are collected throughout the nine weeks, and they use them to shop in our school reward store.

When students are not following the school expectations, students are re-directed to the expectations. If the problem behavior continues for level 1 or level 2 incidents, teachers fill out a parent misconduct form. This notifies the parent of the behavior that occurred, along with interventions used for that behavior. During this process, teachers guide students in a conversation regarding their actions, and discuss how the incident might have been handled better by the student.

If a student commits a level 3 or level 4 incident, staff notifies administration. Administration follows the guidelines of the Student Code of Conduct for responses to the level 3 or 4 incidents.

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 our comprehensive guidance program and the "Change Starts with Me" character development program, the entire student body is taught academic and social-emotional skills. Students who are identified as needing more individualized support receive small group and individualized services. If the need for individualized counseling is long-term, a SEDNET referral is initiated. The school also works closely with our Social Worker to assist families in crisis or help transition to secure services that might be available to them. This year, we have designated a Mentor Coordinator. Students in need will be paired up with mentors that will meet with them once per week to give them academic and social supports.

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.

The following early warning indicators are monitored:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	20	19	16	18	15	20	0	0	0	0	0	0	0	108
One or more suspensions	0	2	0	0	2	4	0	0	0	0	0	0	0	8
Course failure in ELA or Math	1	14	1	14	4	10	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	36	40	43	0	0	0	0	0	0	0	119

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	1	6	0	18	9	19	0	0	0	0	0	0	0	53

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

Attendance Rate Below 90%:

- Weekly monitoring of students not meeting attendance guidelines is conducted by the Social Worker

and Attendance Clerk.

- The Assistant Principal and Social Worker make phone calls to parents of students who are showing a negative attendance pattern but not breaking the attendance guideline.

Number of Students w/ 1 or More Suspensions:

- Quarterly Code of Conduct reviews are conducted with all grade levels. Newly registered students will be scheduled by the Dean for the review within two weeks of enrollment.
- The Guidance Counselor will continue to conduct Guidance lessons in classrooms that support the Florida Guidance Standards. She will also focus on the “Change Starts with Me” character traits in her lessons.
- Teachers will conduct class meetings weekly and utilize the “Learning for Life” lessons and provide materials to spark meaningful conversations with students about positive choices, self-control, etc.
- Individualized behavior plans for students that need a more individualized approach to behavior will be implemented.

Number of Students Earning an F in ELA or Math Courses:

- Targeted Reading and Math intervention is provided each day.
- Continue to utilize the MTSS process for scholars who are struggling or not performing at proficiency levels. The MTSS designee meets with grade levels and individual teachers as needed to give support and guidance on the process.
- The MTSS designee will ensure that new teachers and teachers new to Three Points are trained and coached on the MTSS process as it is implemented at Three Points. This will ensure that struggling students are identified and intervention strategies are tracked and monitored regularly.

Number of Students Earning Level 1 on ELA or Math Assessment (FSA):

- Provide Reading and Math tutoring for those students who scored at Level 1 on the 2016 FSA.
 - Targeted Reading and Math intervention is provided each day. Math instruction is scheduled for 90 minutes this year to include math intervention time.
 - Continue to utilize the MTSS process for scholars who are struggling or not performing at proficiency. The MTSS designee meets with grade levels and individual teachers, as needed, to give support and guidance on the process.
 - The MTSS designee will ensure that new teachers and teachers new to Three Points are trained and coached on the MTSS process as it is implemented at Three Points.
- * Parents will be involved through regular parent conferences or other communication vehicles (ie. planner, phone calls) of their child's progress.

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 available at the school site.

2. Description

Parental Involvement plan was submitted to the district .

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.

Three Points Elementary has a team of involved people representing every segment of our school community, which includes parents, teachers, students, administrators, support staff and Partners in Education. We hold monthly meetings and events for the community members. We foster positive relationships with business partners and faith based partners alike. Our Partners in Education coordinator completed a needs assessment which is shared with organizations interested in becoming a partner with the school. The business/organization and the school sign the Partners in Education agreement wherein each party commits to specific actions that are mutually beneficial to both organizations.

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
Lindlau, Charles	Principal
Otero, Joyce	Instructional Coach
Smith, Kay	Other
Guadalupe, Geydis	Instructional Coach
McCants, Traci	Instructional Coach
Casamento, Joan	Instructional Coach
Veras, Tracy	Teacher, ESE

b. Duties

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

Three Points Elementary School's Student Success Team Members work as a professional learning community in which each member contributes to the MTSS process. These members consist of:

- Charles Lindlau, Principal - monitor implementation of the MTSS process at weekly student support meetings
- Joan Casamento, Curriculum Resource Teacher- expert contributor for curriculum standards, data analysis and professional development trainer
- Kay Smith, Staffing Specialist - expert contributor and schedule Educational Planning Team meetings as needed
- Traci McCants, Math Coach - expert contributor
- Joyce Otero, Writing Coach - expert contributor
- Geydis Guadalupe, ESOL CT- expert contributor
- Tracy Veras, ESE teacher/MTSS - expert contributor, Tier 3 academic and behavior interventionist for MTSS, meeting organizer, note taker, data analyst and professional development trainer, MTSS designee
- Brittany Brown, School Psychologist - data analyst and expert contributor

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.

Our Multi-Tiered Support System provides students with differentiated instruction by their classroom teacher and/or instructional coaches. Our core curriculum for reading is Journeys and for math GoMath!. At the beginning of each school year, the MTSS designees conduct initial MTSS meetings with the teachers who are receiving students who had begun the MTSS process during the previous school year. At this meeting, the MTSS designees provide graphed data, data snapshot, tier, intervention, and progress monitoring based on the prior year's information. Classroom teachers are responsible for continuing the Tier 2 process. Once the students complete beginning of the year diagnostic assessments in reading and math, teachers create instructional groupings for their tiered interventions. Students in any of the following categories are determined at-risk: performing below grade level in reading and/or math, current retention year, 504 plan for reading or behavioral difficulties, Level 1 or 2 on FSA ELA or math, students in the bottom 25% of their assigned grade level, and those students identified as the bottom 25% for prior year FSA performance in reading and/or math. These students become part of the MTSS immediately and the teacher must begin implementing and monitoring Tier 2 interventions and referring for additional support through Tier 3 interventions as appropriate.

After the area of concern has been identified, the classroom teacher determines the problem (Problem=Expected-Observed), the appropriate research-based intervention, and the expected rate of progress. Teachers consistently progress monitor the skill. If a student is making appropriate progress at an acceptable rate, interventions continue. If the student is not making appropriate progress at an acceptable rate for at least three weeks, the teacher meets with their grade level PLC to review data for specific interventions. When the teacher implements a new intervention, the instructional change is noted within the OCPs MTSS District Graphing Template. If the student is making appropriate progress at an acceptable rate based on progress monitoring data that is graphed and is not more than 3 months below grade level, the classroom teacher continues providing the intervention and progress monitor the data. If the student is still not making the rate of progress and is a year or more below grade level after progress monitoring, the teacher completes and submits the data collection form that is used by the MTSS designee to schedule an MTSS meeting. If the student progress is below the aim line for three data points and at least one instructional change line has been inserted, the student receives additional support in Tier 3. If the student is unsuccessful despite receiving Tier 3 interventions, the team explores possible ESE program eligibility.

The resources that are available to support Three Points Elementary's MTSS Tier 1, Tier 2, and Tier 3 instructions are funded through our State and Title I budget.

Our reading resources include:

Tier 1 - Journeys, i-Ready

Tier 2 - Journeys Strategic Interventions, i-Ready, FCRR, FAIR tool kit, Making Words, and Soar to Success

Tier 3 - Journeys Tier 3 Literacy Toolkit, Early Interventions in Ready

Our math resources include:

Tier 1 - Go Math!, i-Ready

Tier 2 - Go Math! Strategic Interventions Activity Guide and i-Ready

Tier 3 - Go Math! Intensive Intervention Skill Packs Activity Guide and User Guide

Three Points Elementary will use Academic Tutoring Services (ATS) and Title I funds to support extended learning hours through tutoring, focusing on Reading and Mathematics. Students are identified based on data. In grades 4 and 5, 2017 FSA ELA /Math data will be used to target students needing support to become proficient. In K-3, the MAP results and i-Ready Diagnostic Assessments will be used to target students needing support to become proficient. Students will be identified by the

end of August 2017. Tutoring will support ELA and Math in preparation for the FSA.

Three Points has sustained Provision 2 status for the 2017-2018 school year because 90% of our students qualify for Free and Reduced cost meals. All of our students will receive free breakfast and free lunch regardless of income.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Charles Lindlau	Principal
Emily Moss	Business/Community
Beatriz Monzon-Aguirre	Parent
Kanisha Jones	Parent
Irma Rivera Senquiz	Parent
Jennifer Camacho	Parent
Maria Ruiz	Parent
Wanda Lee Perez	Parent
Jesenia Roman	Parent
Victor DeLeon	Parent
Erica Benticuaba	Parent
Maribel Rosario	Parent
Lisette Conde	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

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

The SAC reviews the goals from the prior year's SIP and hears a report from the Principal regarding whether they were met or not. The prior year's data is also reviewed and input is solicited regarding the new goals for the 2017-2018 SIP.

b. Development of this school improvement plan

The SAC heard information regarding the school budget, professional development plan, instructional materials/initiatives, staffing and student support services. The SAC will meet monthly and be given updates on the SIP and progress on the goals. The committee is also provided the opportunity to ask questions and give input.

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

The school's academic needs were presented to the SAC for discussion and questions. This input was used to draft of the SIP goals for 2017-18 school year. The principal is a member of the SAC and reviews the budget and plan with the members as needed.

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

The School Advisory Council elected that the funds would be rolled over into this current year's budget.

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
Otero, Joyce	Instructional Coach
Lindlau, Charles	Principal
Gayahan, Tania	Teacher, K-12
Laracuente, Michelle	Teacher, K-12
Lozano, Nathalia	Teacher, K-12
Robinson, Kacy	Teacher, K-12
Rosa Ramos, Dalma	Teacher, K-12
Knickerbocker, Courtney	Teacher, K-12

b. Duties

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

One of the major goals of the LLT this year is to choose content specific complex tasks and assign standards-aligned tasks, model close reading strategies and reflect modify instructional practices based on student evidence and professional learning. Additionally to monitor the use and effectiveness of intervention programs K-5. Additionally, the LLT will be responsible for providing school-wide professional development regarding text complexity, complex tasks, and evidence based writing. Another major goal is to increase parent involvement and participation of our family literacy events. We will stretch all students beyond their expectations by providing a rigorous curriculum and support in order to continue to close the learning gaps through the MTSS process.

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.

Grade level PLCs are supported in collaborative planning sessions by our instructional coaches. During these sessions, standards are deconstructed to ensure that teachers are focused on the critical pieces of the standard. Marzano instructional strategies are decided upon, formative assessments are developed to drive instruction, and ideas/best practices are shared between colleagues. In addition, PLCs meet twice a month for data meetings to discuss and strategize how to re-teach and enrich a specific

standard. This meeting is also guided by a PLC lead who is a member of the leadership team.

Teachers are also encouraged to recognize one another in a variety of ways. The staffing specialist maintains a bulletin board for teachers to post positive notes to one another.

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

Orange County Public Schools has an online system for advertising job vacancies called e-recruiting. Through e-recruiting, principals can review resumes of candidates that have applied to each position. Only candidates who have met certification requirements are selected for an interview. Interview questions are developed for each available position. During the interview, the Principal and Assistant Principal share with candidates the features of our school including, demographics and school data.

Our Instructional Coach, Principal and Assistant Principal are responsible for retention of highly qualified, certified-in-field, effective teachers. The Instructional Coach develops a professional development plan based on student achievement data and teacher need. The Instructional Coach also develops a plan for mentoring new teachers to the profession as well as teachers who are new to the school. Professional development and support are tiered for the teachers depending on their needs. The Principal and Assistant Principal monitor the effectiveness of the professional development plan and teacher support plans by checking lesson plans as well as conducting classroom walk-throughs.

The Principal has established and fostered a culture of positivism and excellence. We celebrate the success of our teachers via two recognition programs. One program allows teachers or administrators to recognize positive behavior at a monthly faculty meetings via the "Energy Bus" awards. We have 7 toy school buses that are passed from staff member to staff member to recognize someone who has done something positive or exhibited positive attitudes. The other recognition program is called "Excellence Whistles." The staff can give each other an "Excellence Whistle" when someone has shared an instructional strategy that is research-based or a best practice. The staff really enjoys passing on and receiving the "Energy Buses" and "Excellence Whistles." The Principal monitors these two strategies by conducting a staff climate survey in the middle of the year.

Expectations for professional responsibilities and behaviors are clearly outlined at the beginning of the year. We developed documents that outline our expectations. With clearly defined expectations laid out at the beginning of the year, teachers are able to put forth excellence daily. The two documents are our "Instructional Handbook for Instructional Excellence," which include our expectations for the instructional practices that we should be seeing in the classroom, and our Staff Handbook. The focus on excellence is monitored by the Principal and Assistant Principal by reviewing lesson plans, conducting classroom walk-throughs, and meeting weekly with the CRT, Math Coach and Literacy Coach and reviewing the teacher data they provide.

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

The Three Points Mentoring Program/Plan follows the Orange County Public Schools (OCPS) plan. OCPS conducts a two year mentoring program for beginning teachers. Beginning Teachers are identified as teachers with less than one year of teaching experience. During year one, the beginning teacher completes an online course and Beginning Teacher Portfolio focusing on differentiated instruction, classroom management, diversity, and Code of Ethics coursework. The Beginning Teacher Portfolio must be completed during the first year of teaching. Year two of the teacher mentoring program involves an additional online course as well with feedback from an instructional coach. The mentors are teachers who have completed more than three successful years of teaching experience and identified as a Clinical Educator. All Clinical Educators have completed the Clinical Educator course work as prescribed by the district guidelines.

Mentors and beginning teachers are purposely paired based on their instructional assignment and the mentor's willingness to collaborate with a peer teacher on portfolio topics and instructional best practices. Mentoring activities begin during pre-planning and continue throughout the school year. Every 6 weeks, beginning teachers meet to participate in meetings specifically designed for this professional learning community. Some of the mentoring agenda topics for this year are: Marzano Framework Learning Map - DQ 2, 3, 4; MTSS/RtI; Peer Observation with detailed modeling and coaching; and Code of Ethics' review. The mentor may attend the Beginning Teacher meetings. Beginning Teachers will keep a communication log to support their growth and use as a reflective resource to support their continuous growth.

The listing of Three Points Mentors and Beginning and/or Protege Teachers for 2017-18 school year are:
Teacher Grade Years Teaching Mentor
Dana Hasan 1 less than one year Joan Casamento
Nathalia Lozano-Rawlins 1 less than two years Stacy Banta
Elizabeth Ficker 3 less than one year Courtney Knickerbocker
Kacy Robinson 4 less than two years Ashley Archer

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.

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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.

Data is analyzed at the student, class, grade and school levels. Teachers analyze individual and class data to make decisions on student grouping, small group (differentiated) lessons and re-teaching/enrichment. In grade level PLC groups, teachers look at common formative assessments as well as individual standards to make grade level decisions regarding lesson planning, pacing and re-teaching or enrichment of specific skills and standards. This occurs each week during team PLCs.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,320

Title I funds are utilized to provide students with after school tutoring in Reading and Math.

Strategy Rationale

Struggling students will benefit from additional "time on task" as well as additional instruction on the standards being taught in their class. On Tuesdays and Thursdays our students will receive additional instruction on the standards that are being taught during the regular school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Casamento, Joan, joan.casamento@ocps.net

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

To determine effectiveness, we will monitor the students' scores on the teacher created common assessments administered in the classroom during the school day. The results of these assessments will also be used to determine if any adjustments need to be made to the delivery or content of the tutoring curriculum.

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.

Three Points offers a full day VPK program with a certified teacher and paraprofessional serving 20 students. The program is 1/2 day VPK and 1/2 day funded through Title I funds. Incoming Kindergarten students are provided with an orientation to ease the transition to school. Families are provided with ongoing information to support their child(ren) throughout the school years.

Students follow the VPK prescribed curriculum of DLM Early Childhood Express so that upon exiting the program they know their letters, sounds and numbers. Many are already reading upon leaving the program. Attending the VPK program prepares children for the kindergarten classroom as well as the school environment.

Students who didn't attend VPK here or at another site are supported through the MTSS process if it is determined, via data, that they are struggling academically or socially.

Outgoing cohorts of 5th grade students meet with the guidance counselor of the area feeder schools. They are invited to select courses for electives of their interest. At the same time, students are provided with an orientation to middle school so they know the expectations and changes to anticipate.

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.

In order to prepare for college and career awareness we offer a variety of different extra-curricular clubs including: Science Club, Math Club, Chess Club, Safety Patrols, Drama Club and Student Council. With participation in any of these clubs, the students are able to see what they might like to do later in life as well as to prepare them for their future endeavors. It is through these clubs that students can become aware of the different opportunities that are out there for them and are able to help make decisions about their future.

In addition, we have also implemented our MAGIC program here for our fifth graders. The MAGIC (Mentoring, Advising, Guiding, and Instructing Children) program is run by the Orange County Sheriff's Office and it allows students to learn the importance of drug resistance and positive decision making.

To prepare our students for 21st century careers with technology and industry, Three Points has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Additional technology integration in the classroom, via doc cams, projectors and teacher iPads, assists with preparing 21st century learners for careers involving computers.

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.

STEM inquiry investigations and experiments take place seven times each year and provide hands on experience with science, math, engineering, technology integration, and problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and motivation programs such as i-Ready and Accelerated Reader to build academic achievement and increase motivation.

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.

The strategies implemented for improving student readiness based on the annual analysis of the High School Feedback report include core instruction involving but not limited to Journeys, Go Math, and Science Fusion. Teachers develop instructional lessons using the Florida ELA Standards, the Florida Math Standards, and the Next Generation Science Standards. Students are assessed multiple times throughout the year for grade level proficiency. Students that have been identified to need Tier 2 and/or Tier 3 interventions are provided with extra support and differentiated instruction to help meet their needs so that they can become proficient in the core instruction. Teachers also incorporate seven STEM inquiry investigations annually. These investigations, aligned to the Florida standards, use real world activities to enhance learning and incorporate technology.

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.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will utilize targeted interventions to increase ELA learning gains for students in the lowest quartile. (Division Priority: Accelerate Student Performance)

- G2.** Teachers will effectively implement strategies learned through the District PLC in the collaborative planning process and in the design of rigorous lessons and common assessments in order to increase student achievement. (Division Priority #3: Invest in human capital)

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. Teachers will utilize targeted interventions to increase ELA learning gains for students in the lowest quartile. (Division Priority: Accelerate Student Performance) 1a

G095095

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	61.0
ELA/Reading Lowest 25% Gains	71.0
FSA ELA Achievement	41.0

Targeted Barriers to Achieving the Goal 3

- Insufficient intervention supports exist to address the varying needs of students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will be provided with ongoing professional development focused on literacy.
- The district scope and sequence, and school focus calendars are used with fidelity to guide the work.
- Tier 2 and Tier 3 interventions are well structured and research-based.
- Identified students are provided with after school academic tutoring.

Plan to Monitor Progress Toward G1. 8

Data will be analyzed and discussed during MTSS and PLC meetings

Person Responsible

Charles Lindlau

Schedule

Biweekly, from 9/12/2017 to 5/25/2018

Evidence of Completion

Formative and summative assessments, i-Ready data, iObservation data, EasyCBM data

G2. Teachers will effectively implement strategies learned through the District PLC in the collaborative planning process and in the design of rigorous lessons and common assessments in order to increase student achievement. (Division Priority #3: Invest in human capital) 1a

G095096

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	47.0
Math Gains	61.0
Math Lowest 25% Gains	51.0
FSA ELA Achievement	41.0
ELA/Reading Lowest 25% Gains	71.0
FCAT 2.0 Science Proficiency	48.0
ELA/Reading Gains	61.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not understand the full intent of the LAFS, which impacts planning, instructional shifts, and coaching with feedback.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaches meeting with PLCs to support with collaborative planning during the week
- Professional development provided with deconstruction of standards and focus on writing learning goals, scales and evidences for reading and math.
- Structured planning with guiding document ensures the use of backwards design

Plan to Monitor Progress Toward G2. 8

Regular lesson plan checks and classroom observations will verify that lessons are taught consistently and match the district's scope and sequence.

Students take common assessments throughout each unit based on the Scope and Sequence - results guide daily instruction. These common assessments will drive the collaborative planning process to ensure that activities are planned at the rigor and complexity level of the standard.

Person Responsible

Charles Lindlau

Schedule

Biweekly, from 9/21/2017 to 5/25/2018

Evidence of Completion

Data will be collected from formative assessments and used during data chats. Each teacher will have a chart for recording their class data that is accessible to the leadership team. Lesson plans and observation/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. Teachers will utilize targeted interventions to increase ELA learning gains for students in the lowest quartile. (Division Priority: Accelerate Student Performance) **1**

 G095095

G1.B1 Insufficient intervention supports exist to address the varying needs of students. **2**

 B255942

G1.B1.S1 Meet the needs of all students through proper identification of specific deficiencies. Provide structured, research-based tiered interventions for students identified as being in need of Tier 2 or Tier 3 support. **4**

 S270520

Strategy Rationale

When provided a prescribed intervention, student growth will be accelerated, closing the achievement gap.

Action Step 1 **5**

Refine process and provide designated time for Tier 2 and Tier 3 interventions in the master schedule.

Person Responsible

Charles Lindlau

Schedule

On 8/19/2017

Evidence of Completion

Master Schedule

Action Step 2 **5**

Provide professional development on Tier 1 core reading instruction, Tier 2, and Tier 3, including the components of standards-based instruction.

Person Responsible

Charles Lindlau

Schedule

Every 6 Weeks, from 9/1/2017 to 5/31/2018

Evidence of Completion

PD Presentations, agendas, sign in sheets

Action Step 3 5

Students will take the i-Ready reading diagnostic three times annually to determine the intervention groupings. Groups will be created using multiple data sources.

Person Responsible

Charles Lindlau

Schedule

Triannually, from 8/15/2017 to 5/31/2018

Evidence of Completion

I-Ready Instructional profile report, i-Ready Diagnostic schedule, progress monitoring data

Action Step 4 5

Provide skill based Tier 2 and Tier 3 interventions utilizing research-based instructional resources and strategies.

Person Responsible

Charles Lindlau

Schedule

Daily, from 8/31/2017 to 5/31/2018

Evidence of Completion

Classroom walkthroughs, intervention schedule

Action Step 5 5

Hold MTSS meetings after the collection of 3 progress monitoring data points to evaluate student progress and adjust instructional groupings for interventions.

Person Responsible

Charles Lindlau

Schedule

Every 6 Weeks, from 8/31/2017 to 5/31/2018

Evidence of Completion

MTSS meeting notes, progress monitoring data

Action Step 6 5

Provide support to teachers using the coaching cycle for those needing additional support to implement effective Tier 1, Tier 2, or Tier 3 instruction.

Person Responsible

Joyce Otero

Schedule

Weekly, from 8/22/2017 to 5/31/2018

Evidence of Completion

Classroom walkthroughs, coaching logs

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

Non-evaluative walk-through and coaching observations completed during core instruction and intervention time.

Person Responsible

Charles Lindlau

Schedule

Weekly, from 8/29/2017 to 5/31/2018

Evidence of Completion

Observation feedback, MTSS documentation

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

Review progress monitoring data collected during tiered interventions.

Person Responsible

Charles Lindlau

Schedule

Weekly, from 8/29/2017 to 5/25/2018

Evidence of Completion

EasyCBM, i-Ready Response to Instruction Report, Standards-based assessment data

G2. Teachers will effectively implement strategies learned through the District PLC in the collaborative planning process and in the design of rigorous lessons and common assessments in order to increase student achievement. (Division Priority #3: Invest in human capital) **1**

 G095096

G2.B1 Teachers do not understand the full intent of the LAFS, which impacts planning, instructional shifts, and coaching with feedback. **2**

 B255944

G2.B1.S1 Coaches, administrators, and grade level representatives of the school's District PLC team provide support in the collaborative planning process and provide embedded professional development in standards-based instruction, and highly effective instructional strategies for literacy. **4**

 S270522

Strategy Rationale

The instructional coaches have a deeper knowledge of the standards, test item specs, and content limits to help guide the planning process ensuring that lessons are aligned to the standards.

Action Step 1 **5**

Hold weekly collaborative planning meetings with each PLC.

Person Responsible

Charles Lindlau

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Completed Deconstructed Standards and Planning Template, Instructional resources, identified Marzano Instructional Strategies

Action Step 2 **5**

School based team attends District PLC to learn about effective instructional strategies for reading, provides PD to the faculty, and ensures that those strategies are included in the planning process.

Person Responsible

Joyce Otero

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Completed lesson planning template, which mirrors the planning documents.

Action Step 3 5

Create learning targets, assessments and student tasks aligned to the standard, and implement instruction.

Person Responsible

Charles Lindlau

Schedule

Daily, from 8/15/2017 to 5/31/2018

Evidence of Completion

Lesson plans, common planning notes, classroom walkthrough

Action Step 4 5

Observe instruction and provide feedback to teachers.

Person Responsible

Charles Lindlau

Schedule

On 9/12/2018

Evidence of Completion

Classroom walkthroughs, iObservation feedback

Action Step 5 5

Implement coaching cycle as needed.

Person Responsible

Charles Lindlau

Schedule

On 9/12/2018

Evidence of Completion

Coaching logs, iObservation feedback

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

Lesson plans are reviewed during PLCs/collaborative planning meetings. Side by side coaching is provided during planning and captured in PLC meeting notes.

Person Responsible

Charles Lindlau

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson planning guide completed per subject as well as PLC meeting notes.

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

Data will be collected from common assessments administered.

Successful implementation will produce learning gains as evidenced in increased percentage of scholars scoring at 80% or above on each common assessments. We will celebrate successful implementation by identifying model classrooms. Poor implementation will produce a decrease in scores, and teachers will need to reteach whole group (if 50% or less of the scholars are on target) or reteach small group (if 60% or more of the scholars are on target).

Person Responsible

Charles Lindlau

Schedule

Weekly, from 8/29/2017 to 5/25/2018

Evidence of Completion

Data will be collected from formative assessments and used during data chats. Each teacher will have a chart for recording their class data that is accessible to the leadership team.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1 A362266	Refine process and provide designated time for Tier 2 and Tier 3 interventions in the master...	Lindlau, Charles	8/15/2017	Master Schedule	8/19/2017 one-time
G1.MA1 M387116	Data will be analyzed and discussed during MTSS and PLC meetings	Lindlau, Charles	9/12/2017	Formative and summative assessments, i-Ready data, iObservation data, EasyCBM data	5/25/2018 biweekly
G2.MA1 M387121	Regular lesson plan checks and classroom observations will verify that lessons are taught...	Lindlau, Charles	9/21/2017	Data will be collected from formative assessments and used during data chats. Each teacher will have a chart for recording their class data that is accessible to the leadership team. Lesson plans and observation/ feedback.	5/25/2018 biweekly
G1.B1.S1.MA1 M387112	Review progress monitoring data collected during tiered interventions.	Lindlau, Charles	8/29/2017	EasyCBM, i-Ready Response to Instruction Report, Standards-based assessment data	5/25/2018 weekly
G2.B1.S1.MA1 M387117	Data will be collected from common assessments administered. Successful implementation will...	Lindlau, Charles	8/29/2017	Data will be collected from formative assessments and used during data chats. Each teacher will have a chart for recording their class data that is accessible to the leadership team.	5/25/2018 weekly
G2.B1.S1.A1 A362275	Hold weekly collaborative planning meetings with each PLC.	Lindlau, Charles	8/15/2017	Completed Deconstructed Standards and Planning Template, Instructional resources, identified Marzano Instructional Strategies	5/25/2018 weekly
G2.B1.S1.A2 A362276	School based team attends District PLC to learn about effective instructional strategies for...	Otero, Joyce	8/15/2017	Completed lesson planning template, which mirrors the planning documents.	5/25/2018 weekly
G1.B1.S1.MA1 M387113	Non-evaluative walk-through and coaching observations completed during core instruction and...	Lindlau, Charles	8/29/2017	Observation feedback, MTSS documentation	5/31/2018 weekly
G1.B1.S1.A2 A362267	Provide professional development on Tier 1 core reading instruction, Tier 2, and Tier 3, including...	Lindlau, Charles	9/1/2017	PD Presentations, agendas, sign in sheets	5/31/2018 every-6-weeks
G1.B1.S1.A3 A362268	Students will take the i-Ready reading diagnostic three times annually to determine the...	Lindlau, Charles	8/15/2017	i-Ready Instructional profile report, i-Ready Diagnostic schedule, progress monitoring data	5/31/2018 triannually
G1.B1.S1.A4 A362269	Provide skill based Tier 2 and Tier 3 interventions utilizing research-based instructional...	Lindlau, Charles	8/31/2017	Classroom walkthroughs, intervention schedule	5/31/2018 daily
G1.B1.S1.A5 A362270	Hold MTSS meetings after the collection of 3 progress monitoring data points to evaluate student...	Lindlau, Charles	8/31/2017	MTSS meeting notes, progress monitoring data	5/31/2018 every-6-weeks
G1.B1.S1.A6 A362271	Provide support to teachers using the coaching cycle for those needing additional support to...	Otero, Joyce	8/22/2017	Classroom walkthroughs, coaching logs	5/31/2018 weekly
G2.B1.S1.A3 A362277	Create learning targets, assessments and student tasks aligned to the standard, and implement...	Lindlau, Charles	8/15/2017	Lesson plans, common planning notes, classroom walkthrough	5/31/2018 daily
G2.B1.S1.MA1 M387118	Lesson plans are reviewed during PLCs/collaborative planning meetings. Side by side coaching is...	Lindlau, Charles	8/14/2017	Lesson planning guide completed per subject as well as PLC meeting notes.	6/1/2018 weekly
G2.B1.S1.A4 A362278	Observe instruction and provide feedback to teachers.	Lindlau, Charles	8/22/2017	Classroom walkthroughs, iObservation feedback	9/12/2018 one-time

Orange - 0215 - Three Points Elementary - 2017-18 SIP
Three Points Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A5  A362279	Implement coaching cycle as needed.	Lindlau, Charles	8/22/2017	Coaching logs, iObservation feedback	9/12/2018 one-time

V. Professional Development Opportunities

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

G1. Teachers will utilize targeted interventions to increase ELA learning gains for students in the lowest quartile. (Division Priority: Accelerate Student Performance)

G1.B1 Insufficient intervention supports exist to address the varying needs of students.

G1.B1.S1 Meet the needs of all students through proper identification of specific deficiencies. Provide structured, research-based tiered interventions for students identified as being in need of Tier 2 or Tier 3 support.

PD Opportunity 1

Provide professional development on Tier 1 core reading instruction, Tier 2, and Tier 3, including the components of standards-based instruction.

Facilitator

Charles Lindlau

Participants

Literacy Leadership Team

Schedule

Every 6 Weeks, from 9/1/2017 to 5/31/2018

G2. Teachers will effectively implement strategies learned through the District PLC in the collaborative planning process and in the design of rigorous lessons and common assessments in order to increase student achievement. (Division Priority #3: Invest in human capital)

G2.B1 Teachers do not understand the full intent of the LAFS, which impacts planning, instructional shifts, and coaching with feedback.

G2.B1.S1 Coaches, administrators, and grade level representatives of the school's District PLC team provide support in the collaborative planning process and provide embedded professional development in standards-based instruction, and highly effective instructional strategies for literacy.

PD Opportunity 1

Hold weekly collaborative planning meetings with each PLC.

Facilitator

Instructional Coaches (Reading, Math, Writing, Science)

Participants

K-5 Teachers

Schedule

Weekly, from 8/15/2017 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	Refine process and provide designated time for Tier 2 and Tier 3 interventions in the master schedule.				\$0.00
2	G1.B1.S1.A2	Provide professional development on Tier 1 core reading instruction, Tier 2, and Tier 3, including the components of standards-based instruction.				\$0.00
3	G1.B1.S1.A3	Students will take the i-Ready reading diagnostic three times annually to determine the intervention groupings. Groups will be created using multiple data sources.				\$0.00
4	G1.B1.S1.A4	Provide skill based Tier 2 and Tier 3 interventions utilizing research-based instructional resources and strategies.				\$0.00
5	G1.B1.S1.A5	Hold MTSS meetings after the collection of 3 progress monitoring data points to evaluate student progress and adjust instructional groupings for interventions.				\$0.00
6	G1.B1.S1.A6	Provide support to teachers using the coaching cycle for those needing additional support to implement effective Tier 1, Tier 2, or Tier 3 instruction.				\$0.00
7	G2.B1.S1.A1	Hold weekly collaborative planning meetings with each PLC.				\$134,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	0215 - Three Points Elementary	General Fund		\$134,000.00
<i>Notes: This budget item is tied to multiple strategies in the SIP.</i>						
8	G2.B1.S1.A2	School based team attends District PLC to learn about effective instructional strategies for reading, provides PD to the faculty, and ensures that those strategies are included in the planning process.				\$4,320.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	0215 - Three Points Elementary	Title I, Part A		\$4,320.00
<i>Notes: Substitutes used to cover classes while literacy leadership team attends DPLC.</i>						
9	G2.B1.S1.A3	Create learning targets, assessments and student tasks aligned to the standard, and implement instruction.				\$0.00
10	G2.B1.S1.A4	Observe instruction and provide feedback to teachers.				\$0.00
11	G2.B1.S1.A5	Implement coaching cycle as needed.				\$0.00
					Total:	\$138,320.00