School District of Osceola County, FL

Thacker Avenue Elementary For International Studies

2017-18 Schoolwide Improvement Plan

Thacker Avenue Elementary For International Studies

301 N THACKER AVE, Kissimmee, FL 34741

www.osceolaschools.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 KG-5	Yes	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	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 Osceola 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 Thacker Avenue Elementary For International Studies

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Thacker Avenue Elementary School for International Studies community is committed to academic excellence within a safe, supportive and enriching environment focused on mutual respect and inquiry based learning for ALL students.

b. Provide the school's vision statement.

Challenging all to be responsible citizens and leaders in the global community.

2. School Environment

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

Thacker Avenue Elementary school for international Studies is an International Baccalaureate school that focuses on the development of students through the incorporation of a global awareness for all. Relationships are built on the foundations of trust and honestly on the campus. The IB learner profile focuses on all staff and students to be: Inquirers, Knowedgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective.

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

Thacker Avenue Elementary School for International Studies is an open campus with safety at the highest priority. Staff members are stationed on campus in strategic positions during the beginning and ending of school times. The front office is a welcoming environment that assists the community, parents and students. The school is fortunate enough to have an Extended Day program that allows parents to drop off students before and after school.

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.

Thacker Avenue Elementary School for International Studies is a Positive Behavioral Intervention and Supports (PBIS) school. The PBIS approach is to help change behavior through a positive instructional strategies reinforced over time. Students are aware of both schoolwide and classroom expectations as well as consequences for inappropriate actions. School personnel are trained and aware of current district and schoolwide policies.

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.

Thacker Avenue Elementary School for International Studies is able to ensure the social-emotional needs of all students are being met through both the IB learner profile and the utilization of an full-time guidance counselor. The IB Learner profile is reinforced both by the classroom and schoolwide staff. The guidance counselor routinely meets with all grade levels and in addtional pulls small groups of students specifically to work on individual social-emotional needs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 school's early warning system is utilized through the Focus Online Software. Reports are able to be compiled and analyzed based on the below criteria:
-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	28	23	15	16	25	15	0	0	0	0	0	0	0	122
One or more suspensions	5	6	3	10	11	9	0	0	0	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	72	77	65	0	0	0	0	0	0	0	214

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	2	2	0	14	26	14	0	0	0	0	0	0	0	58

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

-Attendance reviewed by administration and attendance clerk
-Discipline reviewed by administration and guidance counselor
-Progress reports and report cards individually reviewed by lead team and teachers
-Level 1 students are in MTSS Tier 2 or Tier 3 receiving focused support or given extra remediation during the school day

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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/424901.

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.

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

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
Tavarez-De La Fuentes, Yara	Principal
Ater, Amy	Assistant Principal
Hoevenberg, Jennifer	Instructional Coach
Dabney, Wendi	Instructional Coach
Jimenez, Sussy	Instructional Coach
Ziegler , Elizabeth	Instructional Coach
Shaw, Christine	Instructional Media
Patel Kashan, Hiraly	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.

Yara DeLaFuentes: Principal- Supports the fidelity of the MTSS process.
Amy Ater: Assistant Principal- Supports the fidelity of the MTSS process.
Jennifer Hoevenberg: MTSS Coach- Schedules meetings. Is responsible for maintaining current and accurate data base for all students in Tier 2 and Tier 3.
Sussy Jimenez: Literacy Coach - Analyzes and presents school-wide Tier 1 reading data and resources.
Wendi Dabney: Math/Science Coach - Collects and presents both school-wide Tier 1 and individual math data and resources.
Elizabeth Ziegler: IB/PYP Coordinator - Schedules and facilitates IB planning to integrate FL standards to IB Programme of Inquiry.
Hiraly Patel: Intervention Teacher - provide intensive instruction to students performing below grade level.
Christine Shaw: Media Specialist- gathers and makes available all resources to both teachers and students.

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.

Schoolwide data is presented to entire staff at the beginning of the year. The leadership team meets on a weekly basis with teachers during Professional Learning Communities to discuss the state of current data and how to match available resources within the school.
A MTSS protocol is in place which gives teachers a set of guidelines and data collection to be in place prior to recommending students for further needed interventions. The percent of students meeting grade level expectations is reviewed and great emphasis has been place on core instruction (Tier 1) guided reading. A great deal of professional development is offered to all teachers in the 5 components of reading to strengthen core instruction. Progress monitoring schedules have been developed for all students to be monitored every 4-5 weeks in both running records and iReady reading assessments.

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant
When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D
When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided English Language Arts, Mathematics, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III
The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX
To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Robert Bussiere	Parent
Yara DeLaFuentes	Principal
Elizabeth Ziegler	Teacher
Kathryn Bussiere	Teacher
Lynette Baker	Parent
Dana Chapman	Parent
Mercedes Armas	Parent
Nilisa Figueroa	Parent
Darlene Escalante	Parent
Wendy Caraballo	Parent
Kandy Golumbfskie	Teacher
Beverly Page	Teacher
Yolanda Arreaga	Parent
Myra Perez	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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Components of the school improvement plan is reviewed by members of the SAC throughout the school year. Data results are shared and discussed with all stakeholders. The implementation of strategies in the SIP are revisited to ensure that resources are targeting where the most needs are.

b. Development of this school improvement plan

Throughout the year, data is shared with the committee. From this data, ideas are shared to promote positive growth in academic areas. Survey results are also shared and used to determine next steps.

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

The school's annual budget and plan is reviewed and disseminated at the SAC meetings. District and school initiatives drive the expenses of the school budget. Positions are also created to best meet the goals of the school improvement plan.

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

School improvement funds are utilized to increase student achievement. SAC meetings are held for approval and review of spending. For the 2016-2017 school year funds $5,759.46 were voted as a committee as follows:

1) FAME membership/conference fee $285.00
2) IB PLC Sessions/ substitute teachers $1,400.00
3) Scholastic- Assessment Kits $1,890.00
4) SAC meeting- food and drinks $253.72

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
Tavarez-De La Fuentes, Yara	Principal
Ater, Amy	Assistant Principal
Jimenez, Sussy	Instructional Coach
Hoevenberg, Jennifer	Instructional Coach
Patel Kashan, Hiraly	Instructional Coach
Shaw, Christine	Instructional Media
Franco, Maria	Teacher, K-12
Mostoufi, Leila	Teacher, K-12
OBerryMassey, Ashlee	Other

b. Duties

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

Other LLT Members:
Amy Ater- Assistant Principal - Organizes and celebrates when studnets meet their goal and make growth
Sussy Jimenez- Literacy Coach - Coordinates love for literacy events througout the year.
Jennifer Hobenverg- MTSS Coach - Coordinates the problem solving team to monitors students data
Hiraly Patel - Intervention Teacher - Responsible for assesisng and tecahing specifc groups of students that are below grade level.
Christine Shaw- Media Specialist - Organizes the intergartionof Ib units of study with corresponding literature in our Center of Inquiry (library)
Ashley Massey- Parent Liaison - Serves as a liaison to our parents and community by providing resources to all parents. Also organizes our bookmark buddies program.
Maria Franco - 3rd Grade Teacher - Serves a voice for instructional staff on how to best support implementation for standard-based learning targets and scales in the classroom.
Leila Mostoufi - 5th Grade Teacher - Serves a voice for instructional staff on how to best support implementation for standard-based targets and scales in the classroom.

40 Book Challenge - Builds community for engaging children with reading. The 40 Book Challenge is meant to expand students' reading lives as a personal challenge. This is meant to stretch students as readers and increase their competence, confidence, and reading motivation through their daily participation in our reading community.
Organize Parent Academy - provide training for parents in the topics of standards, literacy, math and science strategies.
Conduct Professional Development on the components of Balanced Literacy and Book Studies.
Character comes alive event to promote character analyses in literature.

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.

The school encourages positive working relationships between teachers, including collaborative planning and instruction. Professional Learning Communities are a great driving force at TAESIS for collaborative planning, creation of common assessments and analysis of data. This element selection will be monitored and incorporated into teacher's final evaluations. Teachers are provided with IB planning sessions throughout the year in addition to their daily block of planning.

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

The principal and assistant principal have a list of criteria and questions to follow at all interviews.
Resumes and cover letter are carefully reviewed for credentials and prior experiences.
Interview questions vary based on knowledge and experiences in classroom management, parental involvement, and content area specialties. Teachers are assigned a mentor upon being hired and they are supported continuously by the instructional coaches on campus.

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

All new teachers to TAESIS are assigned a mentor at their grade level and lead team member. Teachers are paired up based on the number of years teaching and special expertise possessed.
During the pre-planning session they have the opportunity to attend new teacher orientation presented by one of our teacher leaders. Some of the topics discussed curriculum guidelines, behavior plans,

resources available, and a school tour. Instructional coaches also meet with each new teacher about concerns and specific needs they may request assistance with. We also hold a monthly Great Beginnings meetings focused on new teacher needs.

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 school ensures its core instructional programs and materials are aligned to Florida's standards through the utilization of CPALMS. CPALMS is an online toolbox of information, vetted resources, and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida's official source for standards information and course descriptions. The School District of Osceola County has also created a scope and sequence for all teachers to follow district wide.

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.

Students take the iReady assessments in both Reading and Math on a quarterly basis. This data is desegregated and reviewed by the administration team as well as each individual teacher. After data is collected through the IReady assessment, teachers are able to look and identify specific weaknesses with each student. This data is also used to help group students for modified instructional techniques. This will allow students having difficulty attain proficiency and growth on state assessments. Other assessments used to best inform and guide instruction are Word knowledge Inventory for grades VPK-5 students and running records for grades VPK-3.

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: 1,440

Students will be invited to participate in a Math and Reading extended learning opportunities. Teachers will monitor students using iReady growth monitoring tolls and diagnostics.

Strategy Rationale

The data results from iReady will assist in identifying students needs and strengths. The use of resources implemented during extended learning opportunities will be monitored as well as the effect of these on student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Ater, Amy, laytona@osceola.k12.fl.us

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

Beginning of year assessments are analyzed and students are selected based on a correlation between both local and state assessments. Teacher and administrative input is always considered.

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, §
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.

Incoming Kindergarten students are encouraged to come in during the summer for pre-school screenings.

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.

The school will be holding a career day at least one day this year. This will allow opportunities for all students to receive information about future careers. Several buildings have bulletin boards specifically targeted for college and career readiness. These bulletin boards have future careers and probing questions to spark student interests. TAESIS participates in college awareness week in order to create a college going mentality for all students.

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.

FSA ELA Achievement 2016-2017 = 46%
49%

FSA Mathematics Achievement 2016-2017 = 44%
47%

ELA Gains 2016-2017 = 59%
62%

ELA Lowest 25% Gains 2016-2017 = 64%
62%

Math Gains 2016-2017 = 59%
67%

Math Lowest 25% Gains 2016-2017 = 48%
51%

ELA Achievement- ELL 2016-2017 = 14%
25%

ELA Achievement- ESE 2016-2017 = 9%
20%

Science Achievement 2016- 2017 = 40%
50%

Math Achievement- ESE 2016-2017 = 9%
20%

Math Achievement- ELL 2016-2017 = 18%
25%

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"Â? 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.

1. Need for high functioning Professional Learning Communities
2. Low academic proficiency of ELL and ESE Students

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.   If TAESIS continues effective Professional Learning Communities and Professional Development, then ALL teachers will understand, plan and implement standards-based lessons to increase achievement for ALL students.

Strategic Goals Detail

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

G1. If TAESIS continues effective Professional Learning Communities and Professional Development, then ALL teachers will understand, plan and implement standards-based lessons to increase achievement for ALL students. 1a

🔑 G095410

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	49.0
FSA Mathematics Achievement	47.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	67.0
Math Gains	67.0
Math Lowest 25% Gains	51.0
FSA ELA Achievement - ELL	25.0
FSA ELA Achievement - SWD	20.0
Statewide Science Assessment Achievement	50.0
FSA Math Achievement - SWD	20.0
FSA Math Achievement - ELL	25.0

Targeted Barriers to Achieving the Goal 3

- Need for high functioning Professional Learning Communities

- Low academic proficiency of ELL and ESE Students

Resources Available to Help Reduce or Eliminate the Barriers 2

- District coaches and school level coaches and EES will provide targeted PD on Research-Based strategies for ESE and ELL.

- Create standards-based common formative and summative assessments.

- PD provided by coaches through modeling best practices, guided reading and mathematical practices.

- Through collaborative PLCs build Goals/Targets/Performance scales.

- Schoolwide Triple iii Reading and Math allocated times

- Dual language classes implementing research-based strategies

- Language Power program for ELLs

- RCS and VE teachers to monitor student progress on iReady and common assessments, data, sharing of best practices during PLCs.

- Using formative assessment data to plan for small groups in reading and math.

Plan to Monitor Progress Toward G1. `8`

Consistent ongoing review of schoolwide data.

Person Responsible
Yara Tavarez-De La Fuentes

Schedule
Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion
ELEOT, Classroom informal and formal observations will provide evidence of strategies being implemented in the classrooms. iReady performance and growth data will also be reviewed and discussed during data chats.

Plan to Monitor Progress Toward G1. `8`

Administrators will conduct collaborative sessions with each grade level to reflect on stages of PLC implementation while focusing on the schoolwide PLC action plan.

Person Responsible
Amy Ater

Schedule
Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion
Conduct weekly walkthroughs and provide continuous feedback to teachers on the areas of focus: Targets/scales, formatives/monitoring and ESE/ELL strategies implemented in the classrooms.

Plan to Monitor Progress Toward G1. `8`

During PLCS analyze results from grade level common formative assessments and iReady diagnostic results by subgroups and progress monitoring reports.

Person Responsible
Yara Tavarez-De La Fuentes

Schedule
Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion
Analyze common formative assessments and iReady results. Data chats will support ongoing reflection when planning and revising instruction.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If TAESIS continues effective Professional Learning Communities and Professional Development, then ALL teachers will understand, plan and implement standards-based lessons to increase achievement for ALL students. 1

🔑 G095410

G1.B1 Need for high functioning Professional Learning Communities 2

🔑 B256861

G1.B1.S1 In order to reach high functioning PLCs, we will design and provide professional development on unpacking the standards to create targets and scales with common formative assessments. 4

🔑 S271702

Strategy Rationale

Providing intentional PD opportunities will increase teacher's understanding and implementation of standards-based instruction. Use research-based ELL strategies when planning and sharing of practices during PLCs.

Action Step 1 5

In order to reach high functioning PLCs, we will design and provide professional development on unpacking the standards to create targets and scales with common formative assessments.

Person Responsible

Yara Tavarez-De La Fuentes

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Agendas, Minutes, Weekly review of standards-based lesson plans, walkthrough feedback by admin

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

Monitor results of common formative assessments with a focus on ESE and ELL students.

Person Responsible

Amy Ater

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Provide specific feedback on the data trackers, assessments and calendars.

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

Conduct ongoing data chats with teachers and lead team closely monitoring ESE and ELL students.

Person Responsible

Yara Tavarez-De La Fuentes

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Collect data analysis reflection forms.

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

Review PLC agendas, calendars and lesson plans.

Person Responsible

Amy Ater

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Provide specific feedback on PLC Agenda, Data Trackers and Calendars and Lesson Plans.

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

Lead team members will attend and support grade level PLCs with teachers.

Person Responsible

Yara Tavarez-De La Fuentes

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Review PLC agendas, common formative assessment results, calendars and lesson plans incorporating research-based strategies for ESE and ELL students.

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

Conduct frequent walkthroughs and/or observations.

Person Responsible

Yara Tavarez-De La Fuentes

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Provide specific feedback on the implementation of collaborative lesson delivery, learning targets and ELL/ESE support with differentiated instruction.

G1.B2 Low academic proficiency of ELL and ESE Students `2`

🔑 B256862

G1.B2.S1 In order to increase proficiency of ELLs and ESE students, there will be continuous collaboration between VE teachers, EES, coaches and regular classroom teachers for lesson planning, instructional practices and monitoring of student performance during Professional Learning Community meetings. `4`

🔑 S271703

Strategy Rationale

Ongoing collaboration will increase teacher capacity to intentionally meet individualized student goals..

Action Step 1 `5`

In order to increase proficiency of ELLs and ESE students, there will be continuous collaboration between VE teachers, EES, coaches and regular classroom teachers for lesson planning, instructional practices and monitoring of student performance during Professional Learning Community meetings.

Person Responsible

Yara Tavarez-De La Fuentes

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

MTSS database will clearly identify the students' intervention needs, enrichment, ESE, ELL, Lowest quartile

Action Step 2 `5`

Targeted research-based ELL and ESE resources will be made available to all staff members for immediately use in their daily lessons of instruction.

Person Responsible

Amy Ater

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Weekly review of standards-based lesson plans, Outcomes from the Marzano Instructional Observation Framework

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

Results of Common formative unit assessments, running records and word inventory will assist in determining targeted instruction during Tier 1, 2 and 3 instruction. Reflect on iReady data monthly and 3 times a year.

Person Responsible

Yara Tavarez-De La Fuentes

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Grade level common assessments, MTSS database, master schedule of Triple iii interventions, Flexible grouping.

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

MTSS Guidelines will be shared with all teachers. MTSS Binders are prepared for each teacher to facilitate the gathering of key documentations.

Person Responsible

Amy Ater

Schedule

Quarterly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Agendas and minutes will show the topics of discussion and decisions made during these meetings. Distribute monthly newsletter as follow up with all staff.

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

Spreadsheet of Individual grade level groups will show placement of students for flexible grouping, resources to be used and area of instructional focus.

Person Responsible

Yara Tavarez-De La Fuentes

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Data will be regularly updated, reviewed and discussed.

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

All available data will be monitored during all lead team meetings

Person Responsible

Amy Ater

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Reflect on focused area of instruction, resources targeted to meet the needs and analyze the data results.

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.MA1 M389693	Consistent ongoing review of schoolwide data.	Tavarez-De La Fuentes, Yara	8/3/2017	ELEOT, Classroom informal and formal observations will provide evidence of strategies being implemented in the classrooms. iReady performance and growth data will also be reviewed and discussed during data chats.	5/25/2018 monthly
G1.MA2 M389694	Administrators will conduct collaborative sessions with each grade level to reflect on stages of...	Ater, Amy	8/3/2017	Conduct weekly walkthroughs and provide continuous feedback to teachers on the areas of focus: Targets/ scales, formatives/monitoring and ESE/ ELL strategies implemented in the classrooms.	5/25/2018 weekly
G1.MA3 M389695	During PLCS analyze results from grade level common formative assessments and iReady diagnostic...	Tavarez-De La Fuentes, Yara	8/3/2017	Analyze common formative assessments and iReady results. Data chats will support ongoing reflection when planning and revising instruction.	5/25/2018 monthly
G1.B1.S1.MA1 M389684	Lead team members will attend and support grade level PLCs with teachers.	Tavarez-De La Fuentes, Yara	8/3/2017	Review PLC agendas, common formative assessment results, calendars and lesson plans incorporating research-based strategies for ESE and ELL students.	5/25/2018 weekly
G1.B1.S1.MA5 M389685	Conduct frequent walkthroughs and/or observations.	Tavarez-De La Fuentes, Yara	8/10/2017	Provide specific feedback on the implementation of collaborative lesson delivery, learning targets and ELL/ESE support with differentiated instruction.	5/25/2018 daily
G1.B1.S1.MA1 M389686	Monitor results of common formative assessments with a focus on ESE and ELL students.	Ater, Amy	8/3/2017	Provide specific feedback on the data trackers, assessments and calendars.	5/25/2018 monthly
G1.B1.S1.MA3 M389687	Conduct ongoing data chats with teachers and lead team closely monitoring ESE and ELL students.	Tavarez-De La Fuentes, Yara	8/3/2017	Collect data analysis reflection forms.	5/25/2018 quarterly
G1.B1.S1.MA4 M389688	Review PLC agendas, calendars and lesson plans.	Ater, Amy	8/10/2017	Provide specific feedback on PLC Agenda, Data Trackers and Calendars and Lesson Plans.	5/25/2018 monthly
G1.B1.S1.A1 A364276	In order to reach high functioning PLCs, we will design and provide professional development on...	Tavarez-De La Fuentes, Yara	8/3/2017	Agendas, Minutes, Weekly review of standards-based lesson plans, walkthrough feedback by admin	5/25/2018 weekly
G1.B2.S1.MA1 M389689	Spreadsheet of Individual grade level groups will show placement of students for flexible grouping,...	Tavarez-De La Fuentes, Yara	8/3/2017	Data will be regularly updated, reviewed and discussed.	5/25/2018 weekly
G1.B2.S1.MA4 M389690	All available data will be monitored during all lead team meetings	Ater, Amy	8/10/2017	Reflect on focused area of instruction, resources targeted to meet the needs and analyze the data results.	5/25/2018 daily
G1.B2.S1.MA1 M389691	Results of Common formative unit assessments, running records and word inventory will assist in...	Tavarez-De La Fuentes, Yara	8/3/2017	Grade level common assessments, MTSS database, master schedule of Triple iii interventions, Flexible grouping.	5/25/2018 monthly
G1.B2.S1.MA2 M389692	MTSS Guidelines will be shared with all teachers. MTSS Binders are prepared for each teacher to...	Ater, Amy	8/3/2017	Agendas and minutes will show the topics of discussion and decisions made during these meetings. Distribute monthly newsletter as follow up with all staff.	5/25/2018 quarterly
G1.B2.S1.A1 A364277	In order to increase proficiency of ELLs and ESE students, there will be continuous collaboration...	Tavarez-De La Fuentes, Yara	8/3/2017	MTSS database will clearly identify the students' intervention needs, enrichment, ESE, ELL, Lowest quartile	5/25/2018 weekly
G1.B2.S1.A2 A364278	Targeted research-based ELL and ESE resources will be made available to all staff members for...	Ater, Amy	8/3/2017	Weekly review of standards-based lesson plans, Outcomes from the	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Marzano Instructional Observation Framework	

V. Professional Development Opportunities

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

G1. If TAESIS continues effective Professional Learning Communities and Professional Development, then ALL teachers will understand, plan and implement standards-based lessons to increase achievement for ALL students.

G1.B1 Need for high functioning Professional Learning Communities

G1.B1.S1 In order to reach high functioning PLCs, we will design and provide professional development on unpacking the standards to create targets and scales with common formative assessments.

PD Opportunity 1

In order to reach high functioning PLCs, we will design and provide professional development on unpacking the standards to create targets and scales with common formative assessments.

Facilitator

Sussy Jimenez, Jennifer Hoevenberg, Elizabeth Ziegler, Wendi Dabney, Christine Shaw, Amy Ater, Yara DeLaFuentes

Participants

All Teachers/Staff

Schedule

Weekly, from 8/3/2017 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	In order to reach high functioning PLCs, we will design and provide professional development on unpacking the standards to create targets and scales with common formative assessments.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0101 - Thacker Avenue Elem For International Studies			$0.00
2	G1.B2.S1.A1	In order to increase proficiency of ELLs and ESE students, there will be continuous collaboration between VE teachers, EES, coaches and regular classroom teachers for lesson planning, instructional practices and monitoring of student performance during Professional Learning Community meetings.				$0.00
3	G1.B2.S1.A2	Targeted research-based ELL and ESE resources will be made available to all staff members for immediately use in their daily lessons of instruction.				$0.00
					Total:	$0.00