

Lake County Schools

Tavares Elementary School



2017-18 Schoolwide Improvement Plan

Tavares Elementary School

720 E CLIFFORD ST, Tavares, FL 32778

<https://tel.lake.k12.fl.us>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | No | 76% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 43% |

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 | 9 |
| Effective Leadership | 10 |
| Public and Collaborative Teaching | 14 |
| Ambitious Instruction and Learning | 15 |
| 8-Step Planning and Problem Solving Implementation | 19 |
| Goals Summary | 19 |
| Goals Detail | 19 |
| Action Plan for Improvement | 23 |
| Appendix 1: Implementation Timeline | 38 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 40 |
| Professional Development Opportunities | 40 |
| Technical Assistance Items | 42 |
| Appendix 3: Budget to Support Goals | 42 |

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 Tavares Elementary School

| 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

Finally, students individual needs, language needs and behavioral needs are all identified using our Early Warning System and through ESOL testing to ensure we match students needs with appropriately trained teachers, ensuring they are given the best academic atmosphere.

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

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

school for several years.

Additionally, this year we are implementing updates to our Postive Behavior Support (PBS) model after completing a school-wide self evaluation. These updates will enable our school to embed school expectations through positive rewards centered around our motto, "Get your G.R.O.W.L. on!" A Tavares Elementary student who has their G.R.O.W.L. on is showing G - great behavior, R-respect for all, O-on task at all times, W - winning attitude and is striving for L - limitless learning. Students earn GROWL tickets through adhering to behavior expectations both in the classroom and through out the campus. Staff who observe GROWL behavior hand out these tickets. Weekly students can be selected for Golden GROWL awards, monthly they may shop in the school store and quarterly attend a GROWL Additionally, lessons are taught monthly by teachers to reinforce behavior expectations. The program is inclusive of all campus staff as well as our school bus drivers.

The letter "R" in our GROWL program addresses the expectation of respect for all. As a result, Guidance along with PBIS committee will create lessons for students regarding Bullying and Peer Conflict to be taught in the classroom and monthly during Specials. Additionally, Parents received the Tavares Elementary Bully reporting procedure through our school newsletter, on our website and during Parent University.

Student representatives are selected each year from our fifth grade to participate on our Safe School's Committee. They are present to address concerns which relate to student issues and to provide insight as to how our school is doing to meet their needs.

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

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c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students are taught by the guidance counselors and their teachers, that they may see their guidance counselor as needed. A system is in place for students to sign up for this on an as needed basis. Parents are encouraged to contact the school teachers and/or guidance counselor if they have any concerns for their child. Teachers often ask guidance counselors to sit in on parent conferences for

various reasons. We have a social worker who comes to the school weekly to address any concerns we have for families. The social worker often makes home visits to meet with parents on a myriad of issues. The school has a school psychologist who has a behavioral specialist degree. She observes students and works with staff to meet their social-emotional needs. She is part of our Child Study Team as we move students into various areas of Special Education services. The psychologist also works with the MTSS team on behavioral student intervention development and monitoring.

In addition to the above procedures, our guidance counselors coordinate Cum reviews each year with teachers and leadership where they discuss student needs and begin identifying our students who may need extra interventions and would benefit from Multi-tiered Support System (MTSS). All MTSS meetings are lead by our guidance counselors who share appropriate data and monitor student progress in association with teachers.

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.

Tavares Elementary School utilizes the Early Warning System to identify students who are struggling due to attendance, retention or behavior. Our Guidance counselors will monitor attendance reports utilizing the Tavares Elementary Attendance Procedure, from teachers as well as review monthly data at Leadership meetings and MTSS meetings. Guidance will contact parents of students whose absences are chronic and in severe cases the Social Worker.

Students who are struggling academically and have been retained are referred to MTSS. Teachers are made aware of these students during cum reviews and data chats conducted with both guidance and administration.

A monthly discipline report will be reviewed by both guidance and Administration to determine habitual offenders and interventions when necessary. At each of these stages, contact with parents is made.

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

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|---|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 14 | 6 | 6 | 4 | 3 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| One or more suspensions | 5 | 9 | 5 | 10 | 9 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| Course failure in ELA or Math | 25 | 15 | 8 | 20 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 52 | 40 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 139 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 4 | 2 | 1 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |

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

The intervention strategies utilized by Tavares Elementary to address students at risk and who have been identified through our Early Warning Systems will be two-fold: 1. Early detection and 2. Monitoring through MTSS system. Students will be continually identified by teacher referral, data reviews and weekly Professional Learning Communities.

Once a student has been referred for MTSS, guidance, teachers, parents and administration will work collaboratively to identify the needed interventions. Continual review will be conducted at least quarterly to ensure students are improving academically or behaviorally.

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?

No

1. PFEP Link

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

2. Description

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

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

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

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

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

Our climate survey responses from families was limited. We value their input and feedback so a new initiative this year is to improve our family connection by giving parents the opportunity to complete a survey regarding the event and how our school is doing fostering relationships with families. Results from these survey's will be used to guide identifying initiatives and improvements.

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

Each of these partnerships are evaluated by the Leadership Team each year and if they are no longer assisting with improving student achievement or our campus then changes and/or improvements are made.

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 |
|----------------------|---------------------|
| McKinney, Durenda | Principal |
| Le Moyne, Judith Ann | Instructional Coach |
| Holmes, Lindsey | Instructional Coach |
| Hayes, Angela | School Counselor |
| Short, Donna | School Counselor |
| Phillips, Mary Grace | Instructional Coach |
| Peppers, Carol | Assistant Principal |

b. Duties

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

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

MTSS is a data-based problem solving process with tiered analysis and intervention instruction. 1. Teachers work with school-based leadership to disaggregate data by reviewing test scores, EWS, grades and other data points. Based on this analysis, students are identified for specific interventions to help them improve their academics and behavior (Tier 2). If the student's progress to the intervention does not lead toward achievement of the performance goal, more extensive and individualized interventions and supports are implemented (Tier 3).

Title I, Part A:

Tavares Elementary is not a Title 1 school for 2017-18 school year.

Title I, Part C Migrant:

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

Title I, Part D:

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

Title II:

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

Title III:

The Academic Services Department coordinates funding for services to English Language Learners (ELL) through a partnership with the District Curriculum Department and the school's ELL Coordinator with support from the family liaison. The purpose of this funding is to ensure that appropriate services are provided to ELL students. Supplemental instructional materials include, but are not limited to, Rosetta Stone.

Title X, Homeless:

The Guidance Counselor, Social Worker, Family Liaison, and office support staff work together with the Principal, to ensure that all students who qualify for services under the McKinney - Vento Act are provided with the resources and assistance needed.

Supplemental Academic Instruction (SAI):

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

Violence Prevention Programs:

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

Nutrition Programs:

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

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Durenda Mc Kinney | Principal |
| Bonita Gilchrist | Teacher |
| Carl Anderson | Parent |
| Ron Davis | Parent |
| Scott DeLeo | Business/Community |
| Celina Fernandez | Parent |
| Sarah Garback | Teacher |
| Amy Mack | Parent |
| Magaly Courtney | Education Support Employee |
| Deidre Amico | Parent |
| Laurel Eiland | Parent |
| Annette Trussell | Teacher |
| Nancy Rodriguez | Parent |
| Travon Bastian | Parent |
| Kizzey Jackson | Parent |
| Andrew Harrison | Parent |
| Crystal Blasjo | Parent |
| | Parent |

b. Duties

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

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

a. Evaluation of last year's school improvement plan

At the SAC meeting, the Principal presented our areas of success and areas where we have improvements as it relates to our strategic plan framework, budget and plan from last year seeking discussion and feedback as to any necessary changes. The SAC reviewed and discussed the schools goals and action plans proposed to move our school from a C to a B grade.

b. Development of this school improvement plan

School Leadership analyze common themes and trends in data regarding Stakeholder Feedback Surveys (Parent, Teacher, Student, and Staff data). Areas of notable achievement and areas that need improvement are reviewed. Student assessment data such as I-station, I-ready, FSA, 5th - Grade Science FCAT, and FLKRS are also analyzed. The data is disaggregated by grade level, subject area, and subgroup populations. Additional data pertaining to attendance and discipline are

also considered.

A School Improvement Plan is developed collaboratively to provide focus areas for both students, teachers and the school as a whole, which is submitted to the Florida Department of Education. The Tavares Elementary School SAC was involved in the development of this school improvement plan by attending scheduled SAC meetings where school data and academic achievement were discussed. School and student gains/individual needs are the primary focus areas. After which the 2016-17 SIP was reviewed, finalized and submitted.

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

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

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

In 2016-17, SAC dollars were carried forward in the amount of \$5,497.57. Monies were spent to obtain computer licenses for Accelerated Reader/STAR Reader (\$2,870.00), Brain-pop license (\$2,095.00), technology (\$537.00).

School recognition money distribution approved by the SAC allotted for 5% off the top to given to the SAC for expenditures related to educational equipment or materials in maintaining and improving student achievement.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|----------------------|---------------------|
| Holmes, Lindsey | Instructional Coach |
| Le Moyne, Judith Ann | Instructional Coach |
| McKinney, Durenda | Principal |
| Luevano, Tiffany | Teacher, K-12 |
| Ough, Debbie | Teacher, ESE |
| Hicks, Stephanie | Teacher, K-12 |

b. Duties

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

The major initiatives of the Tavares Elementary School Literacy Leadership Team for the 2017-18 school year will be to increase proficiency rates on the Florida Standards Reading, Writing, and Math Assessments as well as the FCAT Science Assessment. Simultaneously we will work with teachers to increase performance in rigorous coursework ensuring students are given the opportunity to read, write, think and speak in all academic settings. Some areas of focus will be to provide complex text,

close reading strategies, writing across the curriculum, writing in response to reading. There will be a greater exposure to authentic student work across all curriculums. The LLT will hold a Family Reading Night during Celebrate Literacy Week. The LLT will set reading goals for I-ready and Accelerated Reader along with incentives for students to work towards which will encourage reading with accountability, tracking progress, and celebrating success. The LLT will also support special projects including, but not limited to: Read Across America Day in the spring and Dr. Seuss week by having a Seuss Literacy Week. A Seussville carnival will culminate the weeks activities with parent and family fun day of educational activities. Students in grades K-5 will also participate in the Superintendent's Reading Challenge.

Additionally, the LLT will be providing professional development to teachers each month during Choose Your Learning sessions. Areas for professional development will center around reading, writing, thinking and speaking strategies.

D. Public and Collaborative Teaching

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

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

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

Coaches, Leadership Team, and Teacher leaders will conduct Learning Walks throughout the campus and during PLC meetings will share their observations. Systematically, teachers will observe various classrooms in order to improve their craft.

Grade levels will be assigned collaborative planning times whereby substitutes will be hired so teachers may meet collectively in half day sessions for the development of common lessons and instruction.

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

In order to recruit highly qualified teachers our TES administration participated in the District Job Fair over the summer interviewing prospective teachers.

The school actively participates in the TQR program providing a supportive environment for new teacher development by assigning mentor teachers, weekly grade level planning includes coaching opportunities as well as weekly Professional Learning Communities. Finally, District TQR representatives will meet with new teachers monitoring and providing support.

TES has maintained a 80-90% retention rate in the past two years. This is attributed to the supportive environment we strive to maintain throughout our campus.

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

To build on our approach of ensuring all classrooms are centered on Standards based instruction focusing on rigorous lessons and authentic literacy. Teachers will continue to use high yield Marzano strategies by creating performance scales for content areas aligned with District blueprints. Within these lessons, teachers will ensure students have opportunities to demonstrate reading, writing, speaking and thinking skills.

Further, teachers will receive targeted feedback based on Learning Walks with identified growth opportunities. These opportunities will then determine professional development, PLC discussions and side-by-side coaching. Throughout the year, teachers will collaborate during grade level planning and Professional Learning Community time to ensure their lessons are meeting the full intent of the standard.

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

b. Instructional Strategies

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

Standardized assessment data from i-ready, FCAT Science or classroom assessments assist in providing differentiation to meet the needs of our students. Teachers use this data to scaffold instruction, organize student groups and to identify small group instruction for all content areas. The master schedule also designates an additional (PAWS) reading program in grades K- 3, which occurs four days a week for a thirty minute block of time allowing students to receive targeted support in specific areas of reading. All of these groups are fluid based on review during grade level planning and PLC of the latest student data and needs.

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

Further, tutoring will be provided for students in grades third through fifth who are struggling in the areas of reading and math. Groups will be formed after analyzing I-station and I-ready data.

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

Strategy: After School Program

Minutes added to school year: 1,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Le Moyne, Judith Ann, lemoynej@lake.k12.fl.us

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

Pre and post test are administered to determine the effectiveness of the program. The data is disaggregated and graphed to identify patterns and trends in the teaching and learning process. Careful consideration is given to aligning state performance standards with curriculum and lesson delivery based on the needs of student groups.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

Voluntary Preschool (VPK) funded by .5 VPK is offered at Tavares Elementary throughout the school year to assist students in achieving readiness skills for kindergarten. Tavares Elementary also provides two ESE Prekindergarten full day all year classrooms for identified at risk children. The Kindergarten teachers and the Curriculum Resource Teacher provide a "Kindergarten Round-Up" program in the spring. The kindergarten teachers provide parents and upcoming kindergarten students with information about the curriculum expectations for the upcoming year. The students will

tour the school, have the opportunity to go through the cafeteria line, and ride on a bus. Parents will be provided resources to use with their child to prepare them for kindergarten.

Additionally, all fifth grade exceptional education students who are transitioning to middle school have articulation meetings with the new school in order to ensure continuity and equity of services. Due to our partnership with the middle school, our Fifth grade teachers met with Sixth grade teachers to discuss in a vertical articulation meetings, the keys to academic success which was communicated to fifth grade students helping to make the transition more effective.

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

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

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

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this 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.** Students at TEL will receive instruction and interventions that meet their individual needs in order to promote academic success.
- G2.** At TES we will promote and sustain a positive, safe and productive learning environment.
- G3.** With high expectation teachers will deliver standards based instruction and authentic literacy experiences in all content areas 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. Students at TEL will receive instruction and interventions that meet their individual needs in order to promote academic success. 1a

G097929

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 50.0 |
| Math Lowest 25% Gains | 62.0 |

Targeted Barriers to Achieving the Goal 3

- Limited teacher resources for intervention instruction
- Accurate identification of students in math and reading lowest quartile

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration, Leadership Team, Guidance counselor, Region 2 Executive team, Teacher leader

Plan to Monitor Progress Toward G1. 8

Assessments from both District and school based reading and math programs will be collected and analyzed during leadership team meetings and PLC.

Person Responsible

Lindsey Holmes

Schedule

Quarterly, from 9/7/2017 to 5/21/2018

Evidence of Completion

I-ready Math, Reading, STAR Reading, Write Score, Pearson, Science LSA, LAFS and MAFS BOY& MOY data results.

G2. At TES we will promote and sustain a positive, safe and productive learning environment. 1a

G097930

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------|---------------|
| Attendance rate | 84.0 |
| One or More Suspensions | 83.0 |
| School Climate Survey - Parent | 30.0 |

Targeted Barriers to Achieving the Goal 3

- Consistent monitoring of attendance, behavior and prevention programs school-wide
- Limited parent response to surveys
- Inconsistent communication of updates and new expectations to staff regarding our PBIS (GROWL) program

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

Data will show we are meeting or exceeding our targets in EWS student identification, discipline and parent survey response creating a positive, safe and productive learning environment.

Person Responsible

Carol Peppers

Schedule

Quarterly, from 8/23/2017 to 4/16/2018

Evidence of Completion

EWS data, GROWL bash attendance, Five STAR family participation, Climate survey

G3. With high expectation teachers will deliver standards based instruction and authentic literacy experiences in all content areas for all students. 1a

G097931

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA Mathematics Achievement | 71.0 |
| Math Gains | 79.0 |
| FSA ELA Achievement | 65.0 |
| ELA/Reading Gains | 62.0 |
| ELA/Reading Lowest 25% Gains | 50.0 |
| Statewide Science Assessment Achievement | 60.0 |
| Math Lowest 25% Gains | 60.0 |

Targeted Barriers to Achieving the Goal 3

- Inconsistent use and lack of teacher knowledge in best practices for standards based instruction in all content areas.
- Lack of targeted feedback of high-yield strategies
- Teacher use of authentic literacy strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

ELA, Math, and Science data will meet or exceed student achievement targets.

Person Responsible

Durenda McKinney

Schedule

Semiannually, from 9/7/2017 to 2/19/2018

Evidence of Completion

BOY and MOY in all subject areas.

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. Students at TEL will receive instruction and interventions that meet their individual needs in order to promote academic success. **1**

 G097929

G1.B1 Limited teacher resources for intervention instruction **2**

 B263295

G1.B1.S1 We will provide professional development on District diagnostic and progress monitoring software. **4**

 S278848

Strategy Rationale

If we provide professional development on District diagnostic and progress monitoring software, then teachers will have access to data and standards based interventions to target student's academic deficits and or strengths.

Action Step 1 **5**

Create a monthly professional development calendar identifying course offerings in both PLC and Choose your learning days on District software programs to include i-ready and Pearson.

Person Responsible

Carol Peppers

Schedule

Monthly, from 9/6/2017 to 4/20/2018

Evidence of Completion

Choose your Learning Calendar and PLC agenda

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

Develop and utilize faculty meeting agendas and PLC agendas to monitor professional development support of teachers.

Person Responsible

Carol Peppers

Schedule

Every 2 Months, from 9/27/2017 to 1/25/2018

Evidence of Completion

Schedule of common planning with Coaches and teachers as well as schedule of PLC meetings.

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

Leadership team and Teacher Leaders will conduct learning walks to monitor intervention instruction during small group instruction.

Person Responsible

Durenda McKinney

Schedule

Weekly, from 9/11/2017 to 5/21/2018

Evidence of Completion

District Classroom Walkthrough Tool

G1.B2 Accurate identification of students in math and reading lowest quartile **2**

 B263296

G1.B2.S1 Teachers will be provided accurate lists of students who have been identified as the lowest quartile for both reading and math. **4**

 S278849

Strategy Rationale

If we provide teachers accurate lists of students who are in our lowest quartile for both reading and math, then we will be able to monitor these students easily and ensure interventions are provided for their academic success.

Action Step 1 **5**

District will provide list of students in both Reading and Math who meet the criteria of lowest quartile. School Leadership will provide these lists to teachers.

Person Responsible

Angela Hayes

Schedule

Semiannually, from 10/12/2017 to 2/15/2018

Evidence of Completion

Lowest Quartile lists

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

After the FTE window, review of the lowest quartile lists are conducted by leadership team to verify accuracy.

Person Responsible

Carol Peppers

Schedule

Semiannually, from 10/30/2017 to 2/26/2018

Evidence of Completion

Updated lowest quartile

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

Leadership will monitor teachers utilization of lowest quartile lists to identify small group instruction within the classroom; additionally Coaches will provide instruction to the lowest quartile in both Reading and Math.

Person Responsible

Durenda McKinney

Schedule

Weekly, from 10/30/2017 to 5/28/2018

Evidence of Completion

District Classroom walkthrough tool, Grade level PLC agendas, teacher lesson plans

G2. At TES we will promote and sustain a positive, safe and productive learning environment. 1

G097930

G2.B1 Consistent monitoring of attendance, behavior and prevention programs school-wide 2

B263297

G2.B1.S1 Create a system of reviewing, communicating and providing EWS data to teachers.. 4

S278850

Strategy Rationale

If we create a system to review, communicate and provide EWS data to teachers, then at risk students will be identified accurately.

Action Step 1 5

EWS data on the K drive will be reviewed monthly by leadership and disaggregated for teacher use.

Person Responsible

Carol Peppers

Schedule

Monthly, from 9/7/2017 to 4/27/2018

Evidence of Completion

Teacher EWS data

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

Develop and utilize an administrative schedule for reviewing EWS data.

Person Responsible

Durenda McKinney

Schedule

Monthly, from 9/11/2017 to 4/23/2018

Evidence of Completion

Administrative calendar

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

Monitor the EWS data quarterly, to show a decline in absenteeism, out of school suspensions and discipline referrals.

Person Responsible

Carol Peppers

Schedule

Quarterly, from 10/13/2017 to 4/27/2018

Evidence of Completion

Leadership agendas, EWS data reports

G2.B2 Limited parent response to surveys 2

 B263298

G2.B2.S1 Develop opportunities for parents to provide feedback. 4

 S278851

Strategy Rationale

If we provide opportunities for parent feedback, then we be able to improve our home-school connection.

Action Step 1 5

Create a calendar outlining specific dates for parent survey opportunities.

Person Responsible

Judith Ann Le Moyne

Schedule

On 9/29/2017

Evidence of Completion

Calendar

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

Monitor events with completed surveys

Person Responsible

Judith Ann Le Moyne

Schedule

Monthly, from 9/7/2017 to 5/18/2018

Evidence of Completion

Completed surveys

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

Monitor response and participation in Five Star Family program.

Person Responsible

Donna Short


Schedule

Monthly, from 9/14/2017 to 5/18/2018

Evidence of Completion

Five Star Family Rosters

G2.B3 Inconsistent communication of updates and new expectations to staff regarding our PBIS (GROWL) program **2**

 B263299

G2.B3.S1 Provide a system for implementing new PBIS updates. **4**

 S278852

Strategy Rationale

If we present the new PBIS updates systematically to staff, students and families, then we will ensure our campus is positive, safe and a productive environment.

Action Step 1 **5**

Present GROWL- Positive Behavior Intervention & Support (PBIS) updates to teachers through Choose your Learning sessions in order to maintain a consistent approach throughout the campus.

Person Responsible

Donna Short

Schedule

Monthly, from 9/20/2017 to 11/22/2017

Evidence of Completion

Choose Your learning roster, PBIS updates

Action Step 2 **5**

Teachers will present monthly GROWL lessons to students

Person Responsible

Donna Short

Schedule

Monthly, from 9/5/2017 to 4/2/2018

Evidence of Completion

GROWL lessons

Action Step 3 5

Provide PBIS information to parents through family night events and/or newsletters.

Person Responsible

Donna Short

Schedule

Monthly, from 9/14/2017 to 4/27/2018

Evidence of Completion

Monthly newsletters, Family Night flyers, Five Star Family participation

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor the implementation of PBIS strategies and lessons to teachers, students and parents.

Person Responsible

Carol Peppers

Schedule

Monthly, from 9/20/2017 to 5/18/2018

Evidence of Completion

EWS data, GROWL bash attendance, teacher survey, parent survey

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitor the fidelity of this use through EWS review during leadership meetings.

Person Responsible

Carol Peppers

Schedule

Quarterly, from 10/13/2017 to 5/18/2018

Evidence of Completion

Leadership agenda, EWS trend data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitor family connection through the review of Five Star family participation data.

Person Responsible

Donna Short

Schedule

Quarterly, from 10/13/2017 to 4/27/2018

Evidence of Completion

Five Star Family lists

G3. With high expectation teachers will deliver standards based instruction and authentic literacy experiences in all content areas for all students. 1

G097931

G3.B1 Inconsistent use and lack of teacher knowledge in best practices for standards based instruction in all content areas. 2

B263300

G3.B1.S1 Identify and incorporate the six high-yield strategies using Marzano framework. 4

S278853

Strategy Rationale

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

Action Step 1 5

Grade level planning will focus and incorporate the six high yield strategies from Marzano framework.

Person Responsible

Judith Ann Le Moyne

Schedule

Weekly, from 9/7/2017 to 5/18/2018

Evidence of Completion

Lesson plans, PLC agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

Person Responsible

Durenda McKinney

Schedule

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

Evidence of Completion

Leadership Agenda, CWT schedule, Learning Walk Responses

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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

Person Responsible

Durenda McKinney


Schedule

Quarterly, from 10/9/2017 to 10/9/2017


Evidence of Completion

Leadership Team agenda, PLC agenda, lesson plans, Learning Walk responses

G3.B2 Lack of targeted feedback of high-yield strategies **2**

 B263301

G3.B2.S1 Develop targeted feedback. **4**

 S278854

Strategy Rationale

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

Action Step 1 **5**

Develop specific side by side coaching opportunities to address deficiencies and facilitate collaborative planning opportunities utilizing the Learning Walk Tool.

Person Responsible

Durenda McKinney

Schedule

Biweekly, from 9/11/2017 to 4/27/2018

Evidence of Completion

Learning walk responses and teacher trend data, List of coaching opportunities

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Monitor deficiencies of full implementation of coaching strategies through follow-up walk through.

Person Responsible

Durenda McKinney

Schedule

Monthly, from 9/11/2017 to 4/9/2018

Evidence of Completion

Learning Walk Tool/Responses

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monthly leadership team agendas, PLC agenda will reflect feedback opportunities.

Person Responsible

Durenda McKinney

Schedule

Quarterly, from 10/12/2017 to 4/9/2018

Evidence of Completion

Learning Responses and TEAM

G3.B3 Teacher use of authentic literacy strategies. 2

B263302

G3.B3.S1 Teachers will utilize authentic literacy strategies to ensure each lesson includes, reading, writing, thinking and speaking opportunities. 4

S278855

Strategy Rationale

If teachers implement authentic literacy in their lessons, then student achievement will increase.

Action Step 1 5

Grade level planning will focus and incorporate authentic literacy strategies to include reading, writing, thinking and speaking opportunities.

Person Responsible

Judith Ann Le Moyne

Schedule

Weekly, from 8/22/2017 to 5/14/2018

Evidence of Completion

Lesson plans

Action Step 2 5

Provide authentic literacy professional development.

Person Responsible

Lindsey Holmes

Schedule

Monthly, from 9/20/2017 to 4/25/2018

Evidence of Completion

Choose Learning Calendar

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Monitor authentic literacy implementation through Learning Walks.

Person Responsible

Durenda McKinney

Schedule

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

Evidence of Completion

Learning walk responses

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

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

Person Responsible

Durenda McKinney

Schedule

Quarterly, from 10/16/2017 to 4/27/2018

Evidence of Completion

Leadership Team agenda, PLC agenda, lesson plans, Learning Walk responses

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 | | | | | |
| G2.B2.S1.A1 A375709 | Create a calendar outlining specific dates for parent survey opportunities. | Le Moyne, Judith Ann | 9/7/2017 | Calendar | 9/29/2017 one-time |
| G3.B1.S1.MA1 M406078 | Fidelity check in monitoring implementation through review of agenda, planning, lesson plans,... | McKinney, Durenda | 10/9/2017 | Leadership Team agenda, PLC agenda, lesson plans, Learning Walk responses | 10/9/2017 quarterly |
| G2.B3.S1.A1 A375710 | Present GROWL- Positive Behavior Intervention & Support (PBIS) updates to teachers through Choose... | Short, Donna | 9/20/2017 | Choose Your learning roster, PBIS updates | 11/22/2017 monthly |
| G1.B1.S1.MA1 M406066 | Develop and utilize faculty meeting agendas and PLC agendas to monitor professional development... | Peppers, Carol | 9/27/2017 | Schedule of common planning with Coaches and teachers as well as schedule of PLC meetings. | 1/25/2018 every-2-months |
| G1.B2.S1.A1 A375707 | District will provide list of students in both Reading and Math who meet the criteria of lowest... | Hayes, Angela | 10/12/2017 | Lowest Quartile lists | 2/15/2018 semiannually |
| G3.MA1 M406084 | ELA, Math, and Science data will meet or exceed student achievement targets. | McKinney, Durenda | 9/7/2017 | BOY and MOY in all subject areas. | 2/19/2018 semiannually |
| G1.B2.S1.MA1 M406068 | After the FTE window, review of the lowest quartile lists are conducted by leadership team to... | Peppers, Carol | 10/30/2017 | Updated lowest quartile | 2/26/2018 semiannually |
| G2.B3.S1.A2 A375711 | Teachers will present monthly GROWL lessons to students | Short, Donna | 9/5/2017 | GROWL lessons | 4/2/2018 monthly |
| G3.B2.S1.MA1 M406080 | Monthly leadership team agendas, PLC agenda will reflect feedback opportunities. | McKinney, Durenda | 10/12/2017 | Learning Responses and TEAM | 4/9/2018 quarterly |
| G3.B2.S1.MA1 M406081 | Monitor deficiencies of full implementation of coaching strategies through follow-up walk through. | McKinney, Durenda | 9/11/2017 | Learning Walk Tool/Responses | 4/9/2018 monthly |
| G2.MA1 M406077 | Data will show we are meeting or exceeding our targets in EWS student identification, discipline... | Peppers, Carol | 8/23/2017 | EWS data, GROWL bash attendance, Five STAR family participation, Climate survey | 4/16/2018 quarterly |
| G1.B1.S1.A1 A375706 | Create a monthly professional development calendar identifying course offerings in both PLC and... | Peppers, Carol | 9/6/2017 | Choose your Learning Calendar and PLC agenda | 4/20/2018 monthly |
| G2.B1.S1.MA1 M406071 | Develop and utilize an administrative schedule for reviewing EWS data. | McKinney, Durenda | 9/11/2017 | Administrative calendar | 4/23/2018 monthly |
| G3.B3.S1.A2 A375716 | Provide authentic literacy professional development. | Holmes, Lindsey | 9/20/2017 | Choose Learning Calendar | 4/25/2018 monthly |
| G2.B1.S1.MA1 M406070 | Monitor the EWS data quarterly, to show a decline in absenteeism, out of school suspensions and... | Peppers, Carol | 10/13/2017 | Leadership agendas, EWS data reports | 4/27/2018 quarterly |
| G2.B1.S1.A1 A375708 | EWS data on the K drive will be reviewed monthly by leadership and disaggregated for teacher... | Peppers, Carol | 9/7/2017 | Teacher EWS data | 4/27/2018 monthly |
| G2.B3.S1.MA3 M406075 | Monitor family connection through the review of Five Star family participation data. | Short, Donna | 10/13/2017 | Five Star Family lists | 4/27/2018 quarterly |
| G2.B3.S1.A3 A375712 | Provide PBIS information to parents through family night events and/or newsletters. | Short, Donna | 9/14/2017 | Monthly newsletters, Family Night flyers, Five Star Family participation | 4/27/2018 monthly |
| G3.B2.S1.A1 A375714 | Develop specific side by side coaching opportunities to address deficiencies and facilitate... | McKinney, Durenda | 9/11/2017 | Learning walk responses and teacher trend data, List of coaching opportunities | 4/27/2018 biweekly |

Lake - 0551 - Tavares Elementary School - 2017-18 SIP
Tavares Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|----------------------|-------------------------------|--|---------------------|
| G3.B3.S1.MA1 M406082 | Fidelity check in monitoring implementation through review of agenda, planning, lesson plans, PLC. | McKinney, Durenda | 10/16/2017 | Leadership Team agenda, PLC agenda, lesson plans, Learning Walk responses | 4/27/2018 quarterly |
| G3.B3.S1.A1 A375715 | Grade level planning will focus and incorporate authentic literacy strategies to include reading,... | Le Moyne, Judith Ann | 8/22/2017 | Lesson plans | 5/14/2018 weekly |
| G2.B2.S1.MA1 M406072 | Monitor response and participation in Five Star Family program. | Short, Donna | 9/14/2017 | Five Star Family Rosters | 5/18/2018 monthly |
| G2.B2.S1.MA1 M406073 | Monitor events with completed surveys | Le Moyne, Judith Ann | 9/7/2017 | Completed surveys | 5/18/2018 monthly |
| G2.B3.S1.MA1 M406074 | Monitor the fidelity of this use through EWS review during leadership meetings. | Peppers, Carol | 10/13/2017 | Leadership agenda, EWS trend data | 5/18/2018 quarterly |
| G2.B3.S1.MA1 M406076 | Monitor the implementation of PBIS strategies and lessons to teachers, students and parents. | Peppers, Carol | 9/20/2017 | EWS data, GROWL bash attendance, teacher survey, parent survey | 5/18/2018 monthly |
| G3.B1.S1.MA1 M406079 | Leadership team during CWT will monitor the implementation of high-yield strategies through lesson... | McKinney, Durenda | 9/11/2017 | Leadership Agenda, CWT schedule, Learning Walk Responses | 5/18/2018 weekly |
| G3.B1.S1.A1 A375713 | Grade level planning will focus and incorporate the six high yield strategies from Marzano... | Le Moyne, Judith Ann | 9/7/2017 | Lesson plans, PLC agendas | 5/18/2018 weekly |
| G3.B3.S1.MA1 M406083 | Monitor authentic literacy implementation through Learning Walks. | McKinney, Durenda | 9/11/2017 | Learning walk responses | 5/18/2018 biweekly |
| G1.MA1 M406069 | Assessments from both District and school based reading and math programs will be collected and... | Holmes, Lindsey | 9/7/2017 | I-ready Math, Reading, STAR Reading, Write Score, Pearson, Science LSA, LAFS and MAFS BOY& MOY data results. | 5/21/2018 quarterly |
| G1.B1.S1.MA1 M406065 | Leadership team and Teacher Leaders will conduct learning walks to monitor intervention instruction... | McKinney, Durenda | 9/11/2017 | District Classroom Walkthrough Tool | 5/21/2018 weekly |
| G1.B2.S1.MA1 M406067 | Leadership will monitor teachers utilization of lowest quartile lists to identify small group... | McKinney, Durenda | 10/30/2017 | District Classroom walkthrough tool, Grade level PLC agendas, teacher lesson plans | 5/28/2018 weekly |

V. Professional Development Opportunities

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

G1. Students at TEL will receive instruction and interventions that meet their individual needs in order to promote academic success.

G1.B1 Limited teacher resources for intervention instruction

G1.B1.S1 We will provide professional development on District diagnostic and progress monitoring software.

PD Opportunity 1

Create a monthly professional development calendar identifying course offerings in both PLC and Choose your learning days on District software programs to include i-ready and Pearson.

Facilitator

Coaches and Teacher Leaders

Participants

Teachers

Schedule

Monthly, from 9/6/2017 to 4/20/2018

G2. At TES we will promote and sustain a positive, safe and productive learning environment.

G2.B3 Inconsistent communication of updates and new expectations to staff regarding our PBIS (GROWL) program

G2.B3.S1 Provide a system for implementing new PBIS updates.

PD Opportunity 1

Present GROWL- Positive Behavior Intervention & Support (PBIS) updates to teachers through Choose your Learning sessions in order to maintain a consistent approach throughout the campus.

Facilitator

PBIS team

Participants

teachers

Schedule

Monthly, from 9/20/2017 to 11/22/2017

G3. With high expectation teachers will deliver standards based instruction and authentic literacy experiences in all content areas for all students.

G3.B2 Lack of targeted feedback of high-yield strategies

G3.B2.S1 Develop targeted feedback.

PD Opportunity 1

Develop specific side by side coaching opportunities to address deficiencies and facilitate collaborative planning opportunities utilizing the Learning Walk Tool.

Facilitator

Coaches

Participants

Instructional staff in coaching opportunities

Schedule

Biweekly, from 9/11/2017 to 4/27/2018

G3.B3 Teacher use of authentic literacy strategies.

G3.B3.S1 Teachers will utilize authentic literacy strategies to ensure each lesson includes, reading, writing, thinking and speaking opportunities.

PD Opportunity 1

Provide authentic literacy professional development.

Facilitator

Coaches, Teacher Leaders

Participants

Teachers

Schedule

Monthly, from 9/20/2017 to 4/25/2018

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 | Create a monthly professional development calendar identifying course offerings in both PLC and Choose your learning days on District software programs to include i-ready and Pearson. | | | | \$0.00 |
| 2 | G1.B2.S1.A1 | District will provide list of students in both Reading and Math who meet the criteria of lowest quartile. School Leadership will provide these lists to teachers. | | | | \$0.00 |
| 3 | G2.B1.S1.A1 | EWS data on the K drive will be reviewed monthly by leadership and disaggregated for teacher use. | | | | \$0.00 |
| 4 | G2.B2.S1.A1 | Create a calendar outlining specific dates for parent survey opportunities. | | | | \$0.00 |
| 5 | G2.B3.S1.A1 | Present GROWL- Positive Behavior Intervention & Support (PBIS) updates to teachers through Choose your Learning sessions in order to maintain a consistent approach throughout the campus. | | | | \$0.00 |
| 6 | G2.B3.S1.A2 | Teachers will present monthly GROWL lessons to students | | | | \$0.00 |
| 7 | G2.B3.S1.A3 | Provide PBIS information to parents through family night events and/or newsletters. | | | | \$0.00 |
| 8 | G3.B1.S1.A1 | Grade level planning will focus and incorporate the six high yield strategies from Marzano framework. | | | | \$0.00 |
| 9 | G3.B2.S1.A1 | Develop specific side by side coaching opportunities to address deficiencies and facilitate collaborative planning opportunities utilizing the Learning Walk Tool. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 750-Other Personal Services | 0551 - Tavares Elementary School | Other | | \$0.00 |
| <i>Notes: Collaborative Funding for Elementary Schools (COLLT) Project Number 18001</i> | | | | | | |
| 10 | G3.B3.S1.A1 | Grade level planning will focus and incorporate authentic literacy strategies to include reading, writing, thinking and speaking opportunities. | | | | \$4,485.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 750-Other Personal Services | 0551 - Tavares Elementary School | Other | | \$4,485.00 |
| <i>Notes: Substitutes for Collaborative Planning days</i> | | | | | | |
| 11 | G3.B3.S1.A2 | Provide authentic literacy professional development. | | | | \$0.00 |
| | | | | | Total: | \$4,485.00 |