

Lake County Schools

Tavares Middle School



2017-18 Schoolwide Improvement Plan

Tavares Middle School

1335 LANE PARK CUTOFF OFC, Tavares, FL 32778

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2016-17 Title I School</p> <p>No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>71%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>38%</p>

School Grades History

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

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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 Tavares Middle 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.

The Tavares Middle School Community will collaborate together to successfully create an academically enriched environment that emphasizes personal goal setting, accountability and mutual respect of one another.

b. Provide the school's vision statement.

Tavares Middle School, in partnership with the home and community, will use all viable resources to foster a safe learning environment and acquire essential skills to thrive in a changing multi-cultural society. TMS will continue to set high expectations for academic achievement while providing enrichment and technological opportunities to encourage each student's maximized growth. This is Tavares Middle School's commitment to excellence.

Our path to an "A" calls for a unified community that sets a high standard in and out of the classroom by working together to make every minute count for every student.

2. School Environment

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

Tavares Middle School utilizes an embedded homeroom (Patriot Block). This designated Patriot Block is used to build school culture and relationships between teachers and students. Faculty and staff assess needs of students through learning styles inventories, mentorship conferencing, tutoring, and positive behavior interventions and support, and communication with parents, as needed. TMS provides multiple social enhancement programs such as the Disability Awareness Day, Cyber-Bullying, Know the Law, and county-approved human growth and development. These programs offer insight into varied perspectives of people within the Tavares community.

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

TMS actively endorses the Positive Behavioral Intervention Support (PBIS) system. The PBIS program promotes positive interpersonal communication among students as well as a bully-proof and drug-free campus. Likewise, faculty and staff remain visible on campus at all times of the school day to monitor student interactions and correct negative behaviors/reward positive behaviors when appropriate. Staff has also partnered with the Central Florida YMCA/21st Century Grant to provide after school clubs, character building, and tutoring opportunities.

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.

TMS endorses the Positive Behavioral Intervention Support model. Students are rewarded for displaying positive behavior. Tardy sweeps are conducted intermittently throughout the school year. Wednesday school detentions are given for minor behavior infractions. Out-of-school suspensions are given for serious behavior infractions. TMS utilizes re-entry meetings and reversed suspensions

where students conference with guidance counselors before re-entering the school setting. Staff is trained in PBIS and behavioral procedures. Faculty and staff present on campus at all times of the school day and a supervision schedule is in place throughout the school day.

TMS also utilizes a teacher-led cohort to create discipline ladders and documentation e.g., a Behavior Tracking System (BTS) form. The form is used to document minor offenses that disrupt the learning environment of the classroom, teacher/student/parent interactions and in-class interventions that were used PRIOR to writing an office or guidance referral for the student. Each staff member has been trained in the usage and implementation of the BTS form and grade-level teams bi-weekly to review student BTS forms.

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.

Patriot Block lessons include lessons and discussions in bully prevention, cyber safety, drug and alcohol prevention, and character development. TMS aligns each month to character traits and tailors morning announcements and Patriot Block lessons to that particular value. The Lake County Sheriff's Office presents a cyber-bullying session to all students and teachers. Guidance counselors provide interventions for students who are struggling with social and emotional concerns. MTSS is in place for students who display social, emotional, and academic challenges. Students exhibiting social and emotional challenges also receive mentoring check-in and check-out services. Students experiencing academic challenges receive acceleration opportunities and are progress monitored.

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 Middle School utilizes Decision Ed as a system to track EWS data. It includes discipline data, failures, attendance data, FSA data, and Florida Alternate Assessment data; student achievement and other data can be track as needed.

1. When students miss more than 10% of total school days
2. When students have 2 or more Out of School Suspension
3. When students receive 2 or more referrals
4. Any student who has ever been retained
5. When students fall in the lowest 30% in Math and ELA
6. When students fail all content areas for any grading periods

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	49	46	37	0	0	0	0	132
One or more suspensions	0	0	0	0	0	0	6	21	17	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	0	0	0	0	0	0	0	0	0	0	

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

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

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

The Multi-Tiered Support System (MTSS) is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions. Additionally, implementing a evidence-based intervention (i.e., Achieve 3000, Moby Max, Rosette Stone, Check in/Check out, LEAPS, behavioral chart) is used to provide additional academic support to students to increase academic achievement. Each model and program offers strategies and methods of increasing achievement and learning. Some models of intervention focus on specific subject areas, some on particular aspects of learning, some focus on environmental issues, and others attempt to cover all. Last, students who are one or more grade-levels behind are placed into drop-out prevention programs such as Edgenuity, or they are assigned to a critical thinking class to provide additional academic support to work on prerequisite and/or foundational skills .

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

All parents are invited to attend back-to-school informational meetings, open houses, and various end-of-grading period teacher conferences. Parents are invited to join committees such as SAC and PTO. The Tavares Chamber of Commerce has also implemented an education committee that ties community buisness and feeder schools.

AVID supports parental involvement through multiple "parent night" meetings, field trips, and community events.

TMS encourages active involvement and participation from parents of ELL students. Bilingual newsletters, pamphlets, call-out messages, and home correspondence are utliized to increase communication and parental involvement with school functions, meetings, and/or community events. TMS uses MTSS as a process of providing high-quality instruction/intervention matched to student needs using learning rate over time and level of performance to make important education decisions. Supplemental Faculty, i.e., Literacy Coach and ESE Inclusion Resource Teacher, provide newsletters and website communication on assessments, social media sites, and Skyward. TMS also publishes a school newsletter to communicate changes within the Department of Education.

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.

The Lake County Sheriff's Office volunteers by coming to the school to talk about cyber safety, bullying, and social media topics. Local speakers present to eighth grade students about career orientations as well as cultural awareness issues. The Tavares Chamber of Commerce also donates gift certificates for teacher appreciation with the idea of donating goods/services to build an effective classroom learning environment. Likewise, the Chamber hosts a back to school luncheon for teachers and staff. Items are distributed to be used as incentives for students who show growth or achievement in areas of concern such as behavior, academics, and attendance.

A school representative will attend monthly meetings with Tavares Chamber of Commerce sub committees.

Tavares Middle School's PBIS program mirrors the Chamber of Commerce's prize collaborative. Students are encouraged to earn tangible recognition for positive behavior through teacher-student interactions. In return, students may obtain rewards on a weekly basis.

Tavares Middle provides many opportunities in Career & Technical Education (CTE). TMS provides these opportunities to become "College and Career Ready" through the following Career Clusters: Hospitality & Tourism, Business Management & Administration, and Engineering & Technology Education. TMS provides this curriculum through career-focused courses that address skills based education. Students interact daily with job scenarios that require application of employability skills (punctuality, teamwork, critical thinking). Our courses are aligned with core academic standards and their utilization in the workplace. Our Culinary CTE courses offer a nationally recognized industry certification from the National Registry of Food Safety Professionals. Our Keyboarding, Computer Applications, and Introduction to Technology students have the opportunity to earn Digital Tools Certificates the areas of Multimedia, Database, Programming, and Gaming Essentials. Our Digital Information Technology courses offer the Internet Business Associate certification. Our Robotics courses offer a nationally recognized certification in Autodesk Inventor Certified User. Students leave TMS with tangible evidence of an employability asset.

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
Mott, Trella	Principal
Cook, Kelly	Teacher, K-12
Lettsome, Brendalee	School Counselor
Johnson, Lisa	Teacher, K-12
Thibodeau, Felicia	Teacher, K-12
Valenta, Tom	Teacher, ESE
Roman-Tucker, Elizabeth	Teacher, ESE
Spratley, Zhakima	Assistant Principal
Wagner, Daphne	Assistant Principal
Caldwell, Kevin	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.

Trella Mott, Principal: Provides a common vision for the use of data-based decision-making, ensures that the schoolbase team in implementing MTSS, conducts assessments of MTSS skills of the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding MTSS plans and activities. TMS principal serves on the Children Services Board to make connections between the school district and county government.

Kevin Caldwell, Assistant Principal: Assists in the supervision and evaluation of all personnel. Keeps abreast of changes and development in the profession by attending professional meetings, reading professional journals, and discussing trends of mutual interest with others in the field. Plans, attends, and conducts staff meetings to discuss policy changes, instructional programs, fundraisers, grants, field trips, athletics, Science Fair, and emergency lessons plans; Serves as the contact for the School Improvement Plan and School Advisory Committee. Assists in the supervision and evaluation of all personnel.

Daphne Wagner: Assistant Principal: Evaluates and resolves campus-wide problems as such relates to personnel, student and budget issues; mediates student and faculty conflicts; counsels disruptive and academically at-risk students; Serves on the Safety and Wellness Committee; Serves as the Teacher Quality Resource (TQR) contact; Assists in the supervision and evaluation of all personnel; Serves as the coordinator for food service, bus management, grade recovery and acceleration, and testing. Assists in the supervision and evaluation of all personnel.

Zhakima Spratley, Assistant Principal: Safety Coordinator; Helps the principal in the implementation of a common vision for the use of databased decision making, ensures that the school-base team in implementing MTSS, conducts assessments of MTSS skills with the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation; Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. Assists in the supervision and evaluation of all personnel.

Suzy Drasheff, Literacy Coach: Provides guidance on the K-12 reading plan; facilitates and supports data collection; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of the Multi-Tiered Systems approach.

Elizabeth Roman- Tucker, ESE Specialist: Participates in student data collection, integrates core instructionalactivities/materials, assists with the implementation of Tier 3 instruction, and collaborates with the general education teachers through consultation and co-teaching.

Brendalee Lettsome, Guidance Counselor: Provides quality services and expertise on different programs.

Sue Neideck, School Social Worker: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school workers continue to link child-serving and community agencies to the schools and families to support the child in academics, emotional, behavioral, and social success.

Felicia Thibodeau, ELA Department Chair: Provides instructional leadership and enhances articulation regarding curriculum alignment with standards, implementation of common assessments.

Lisa Johnson, Math Department Chair: Provides instructional leadership and enhances articulation regarding curriculum alignment with standards, implementation of common assessments.

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.

Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities through the Tavares Middle School website, SAC, phone contact, and meetings. Select General Education Teachers provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials to instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Specialist, Elizabeth Roman-Tucker, participates in student data collection, integrates core instructional activities into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

The Literacy Coach (Instructional Specialist), Suzy Drasheff, provides guidance on the K-12 reading plan and specifically the 6-8 reading plan; facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Avid Coordinator, Kelly Cook, develops, leads, and evaluates the AVID program for Middle of the Road students.

School Psychologist, Melanie Hannan, participates in the collection, interpretation, and analysis of school data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including: data collection, data analysis, intervention planning; and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist, Toni Mayer-Renna, educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skill.

Student Services Personnel (school-based counselors): Kimberly Burch, Brenda Lettsome, and Jackie Bonovitacola: provide quality service and expertise on issues ranging from program design to assessment and intervention with individual students and their needs. In addition to providing interventions, the school social worker, Sue Neideck, continues to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Laura Chandler	Parent
Trella Mott	Principal
Monica Janes	Parent
Kelly Cook	Teacher
Ashley Rosa	Parent
Suzanne Blanks	Business/Community
John Drury	Business/Community
Glendia Brown	Business/Community
Brenda Lettsume	Teacher
Tom Valenta	Teacher
Suzanna Drasheff	Teacher
Ed Kirkland	Education Support Employee

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The SAC members were given the opportunity to revise, amend, and comment on the School Improvement Plan. Members discussed the different parts of the plan and how the school was going to make learning gains each year among targeted subgroups, allocate monies for instructional support, and plan after-school activities for students throughout the school year.

b. Development of this school improvement plan

The SAC members provide input during meetings and/or through email correspondence.

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

The SAC members provide input during meeting and/or through email correspondence,

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

The District does not provide the schools with school improvement funds for SAC. The remaining balance will be used for the school website and teacher grants.

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
Caldwell, Kevin	Assistant Principal
Cook, Kelly	Teacher, K-12
Mott, Trella	Principal
Drasheff, Suzanna	Instructional Coach
Valenta, Tom	Teacher, ESE

b. Duties

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

School wide LLT initiatives for the 2017-2018 school year include:

30 minutes of reading during Patriot Block bi-weekly, including reading grade level informational texts and corresponding text-dependent questions; monthly writing PLCs; and teacher / student read-alouds; The Literacy Coach will be modeling informational text on a weekly basis through Patriot Block curriculum and provide professional development for content-area teachers in the areas of reading, writing, and literacy; the ESE Mainstream Resource teacher will utilize literacy strategies in Math intervention groups.

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.

Common planning is used for collaboration and discuss standards about what students should know and be able to do. Teachers will utilize curriculum documents to participate in dialogue that promotes clarity of standards and student task. Teachers will capture strategies, ideas, and discuss key ideas related to the standards. Teacher will leave with strategies for next steps in best teaching practices.

Professional Learning Communities are used to collaborate and engage in dialogue on mastery of student performance; uses formative and common assessment data to guide instructional decisions and goals. Teachers will also engage in collaborative conversations about remediation and acceleration of skills

The Leadership Team meets bi-weekly to discuss new initiatives. One formal PLC per month is required for teachers and staff to meet with district program specialists or feeder-school colleagues. Common planning will be held 3 times a month on designated days for each content area. All common planning and PLC's are facilitated by academic coaches and department chairs. TMS is also in the beginning stages of implementing a PLUS Team for select groups of teachers to gain 3-4 additional school days to plan and coordinate curriculum needs.

ECET Team facilitates multiple team and morale-building activities that highlight individuals and groups of staff who demonstrate/facilitate outstanding collaborative performance.

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

1. Provide on-going training to assist teachers in achieving the Highly Qualified status.
Principal; Teacher Quality Retention Administrator; Felicia Thibodeau, Ernest Dixon, and Kevin Danielson.

TMS provides coaches for 1st and 2nd year teachers who are seeking alternative certification through Lake County's Professional Learning and Leadership Department. School-based coaches and assessors provide mentorship with competency-based teaching strategies and curriculum and assist with the successful completion of the Professional Educators Certification.

2. Recruit Highly Qualified applicants for all future openings.
Principal; School Administration

TMS partners with post-secondary institutions to provide a setting for student teacher internships. Senior interns train with highly qualified teachers for the duration of one semester; Teachers and staff are also encouraged to attend clinical mentorship professional development offered through the Professional Learning and Leadership Department.

3. Provide training throughout the school year to better meet the needs of the SIP.
Principal; School Administration; Leadership Team

TMS addresses Early Warning Signs data, MTSS data and intervention strategies, community outreach, and professional development in monthly faculty meetings, weekly small-group faculty meetings, supplemental technology cohorts, Departmental PLC's, and periodic testing meetings.

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

New teachers to TMS will be paired up with their department chair. All Grade Levels have common planning and are involved in a weekly PLC to review data, create, modify and review curriculum, data, vertical and horizontal alignments to other grade levels. Department Chairs serve as capacity builders for their area and can offer the most accurate curricular assistance.

Teachers will participate in the district program New Beginnings in August 2017 and in February 2018.

Teachers will participate in the school cohort for New Teachers on an as-needed basis. These meetings will be facilitated by Heather Livengood, Suzy Drasheff, and Felicia Thibodeau, New teachers will participate in peer-to-peer classroom observations to better assist in the implementation of teaching and/or learning strategies.

Literacy Coach (LC) and the ESE Mainstream Resource Teacher (EMRT) will attend monthly district coaching meetings for Literacy Design Collaboration. LC will mentor, observe, provide feedback and model for our new teachers during NGCAR-PD Practicum opportunities and Reading Endorsement Practicum. The Department Chairs will provide weekly mentoring conferences for all first-year teachers. Both the LC and EMRT will tutor/mentor new teachers seeking subject-area and general knowledge certification.

TMS provides coaches for 1st and 2nd year teachers who are seeking alternative certification through Lake County's Professional Learning and Leadership Department. School-based coaches and assessors provide mentorship with competency-based teaching strategies and curriculum and assist with the successful completion of the Professional Educators Certification.

Administrators will observe and provide feedback to our new teachers through TEAM evaluation and make recommendations for the LC and EMRT to work with teachers if necessary.

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.

Tavares Middle school is responsible for the implementation of all current FL Standards for the Arts, Health Education, Physical Education, Science, and Social Studies, as well as the implementation of Florida's newest sets of standards for English Language Arts/Reading and Mathematics. Our new standards also include standards for Literacy in History/Social Studies, Science, and Technical Subjects. Teachers collaborate to align curriculum mapping, lesson planning, lesson study support, professional development, and standards progression mapping. Teachers also collaborate within their common planning and PLC's subject-area departments to differentiate instruction and utilize curriculum documents to participate in dialogue that promotes clarity of the standard.

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.

The process of using data to differentiate instruction is central to our school climate. Members of the school Leadership Team participate in data teams, with the goal of creating effective instruction for every child. School personnel—principals, literacy coaches, general-education teachers, special education, speech and language, ELL teachers, and interventionists—work together to select the most effective assessments to use and interpret data appropriately. The Department leaders also help teachers group students, plan, develop, and deliver properly-paced small group lessons. Additionally, department leaders assist with monitoring student progress.

TMS also uses MTSS as a process of providing high-quality instruction/intervention matched to student needs using learning rate over time and level of performance to make important education decisions.

Intervention groups include (FSA Reading/ELA level 1 and 2 students, FSA Math level 1 students, and the lower 30th percentile for both groups) have been developed based on all available student data to ensure all students are receiving rigorous core instruction during Patriot Block, elective classes, and core subject classes. Patriot Block adds an additional 30 minutes for supplemental instruction. All level 1 students are strategically placed in math courses that incorporate 30 extra minutes of Patriot Block and/or in an intensive math elective. All level 1 students are strategically placed in intensive reading courses. Level 2 students are strategically placed with teachers who are either reading endorsed or trained in NGCAR-PD. The Literacy coach will provide additional intervention through Achieve 3000 and FAIR testing for level two students not currently in Intensive Reading. Select teachers from each grade level will provide acceleration for level one students 2-3 times per week during Patriot Block to focus on non-mastery of skills based on data reporting categories.

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: 450

Before and after school tutoring is provided by teachers as needed to help reinforce instruction in core academic subjects. Participating teachers provide customized, informal assessments to students (based on previous summative assessments) to evaluate individual performance in conjunction with student learning goals. Before and after school tutoring is supplemented and enhanced by the by 21st Century grant.

These are typically low-stake tests, such as checklists, teacher observations, and miscue analysis. In addition, all students scoring a level 2 on the Math FSA will be placed in a math class for 4th period to add extra time for interventions and tutoring. Students scoring a level on the Math FSA will be scheduled into an intensive math class.

Tavares Middle provides many opportunities in Career & Technical Education (CTE). TMS provides these opportunities to become "College and Career Ready" through the following Career Clusters, Hospitality & Tourism, Business Management & Administration, and Engineering & Technology Education; TMS provides this curriculum through career-focused courses that address skills based education. Students interact daily with job scenarios that require application of employability skills (punctuality, teamwork, critical thinking). Our courses are aligned with core academic standards and their utilization in the workplace. Our Culinary CTE courses offer a nationally recognized industry certification from the National Registry of Food Safety Professionals. Our Keyboarding, Computer Applications, and Introduction to Technology students have the opportunity to earn Digital Tools Certificates the areas of Multimedia, Database, Programming, and Gaming Essentials. Our Digital Information Technology courses offer the Internet Business Associate certification. Our Robotics courses offer a nationally recognized certification in Autodesk Inventor Certified User. Students leave TMS with tangible evidence of an employability asset.

Strategy Rationale

The purpose of after-school tutoring (enrichment) is for highly qualified staff to provide extended instruction for lower-performing student populations by providing explicit reading instruction. Additional instruction may help students better identify and reach their learning goals in under-performing areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mott, Trella, mottt@lake.k12.fl.us

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

Mini-assessments
Criterion-based assessments
Common assessments
District-adopted software
Skyward
Progress Reports
Report Cards

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.

Drop-out prevention programs, i.e., Edgenuity have been converted into academy classes throughout the day. A teacher-facilitator monitors and implements technology for student-based learning curriculum where students have the opportunity to either re-take a failed class, re-take a multitude of online classes to articulate to the subsequent grade level, or participate in classes to vertically progress to an age-appropriate grade-level.

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.

Through our Guidance Department, students can take a career quiz to see what careers fit their personality and interests. Guidance counselors routinely meet with students to advise them on course selections and ensure they're meeting expectations. To better assist with career planning, our guidance counselors rotate with their respective class each year so they serve they same students throughout their middle school career. AVID also brings in guest speakers to expose students to an array of college and careers. Civics and World History classes also incorporate career planning components into curriculum.

Tavares Middle School also participates in the College Board's Florida Partnership program which trains teachers, counselors, and administrators to develop a culture of College Readiness in the school. The Florida Partnership also provides free PSAT assessments to all 8th graders to determine the students' college readiness so steps can be taken to better prepare them for college.

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

Tavares Middle School offers a variety of integrated courses to help the students see the relationship between subjects and relevant future careers. Some of the integrated courses include culinary classes and allow our students to run a full-fledged restaurant. We also provide a keyboarding class as well as an upper-level technology and career readiness course, which provides students the opportunities to work with various technologies within reading and writing curriculum, and also aides in orientating students to career-based learning. We have 3 sections of AVID which provides students the rigor in writing, reading, inquiry, organization and collaboration curriculum to be college and career ready.

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

Tavares Middle Schools offers an Exploring Technology elective class for careers in the technology field. Keyboarding and Technology electives will be serving as Cap Academies.

AVID and STEM programs partner with businesses for grant and project-funding opportunities. AVID invites guest speakers from local businesses to speak with students about career opportunities and the importance of literacy in their respective professions. TMS visits multiple technical and community colleges, as well as state universities to build partnerships with post-secondary institutions. These partnerships foster student academic goals, graduation goals, and scholarship opportunities.

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.** By using various forms of data, Tavares Middle School will increase academic achievement by implementing and monitoring an MTSS system for accelerating students in the lower 30th percentile. Academic achievement will be assessed tri-yearly in the content areas of Reading, Math, and Civics.
- G2.** By utilizing Early Warning Signs data, school will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students
- G3.** With high expectations, teachers will plan, deliver, and differentiate standards-based and authentic literacy instruction 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. By using various forms of data, Tavares Middle School will increase academic achievement by implementing and monitoring an MTSS system for accelerating students in the lower 30th percentile. Academic achievement will be assessed tri-yearly in the content areas of Reading, Math, and Civics. 1a

G097935

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	50.0
Math Achievement District Assessment	50.0
Civics EOC Pass	60.0

Targeted Barriers to Achieving the Goal 3

- Students lacking basic pre-requisite skills in Reading and Math

Resources Available to Help Reduce or Eliminate the Barriers 2

- Pre-test, blueprints, mobimax, IXL, Edgenuity

Plan to Monitor Progress Toward G1. 8

Data collected includes assessment scores and homework/classwork portfolios.

Person Responsible

Brendalee Lettsome

Schedule

Weekly, from 9/25/2017 to 5/18/2018

Evidence of Completion

Assessments, homework, and classwork.

G2. By utilizing Early Warning Signs data, school will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students **1a**

G097936

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	90.0
Effective+ Administrators	90.0
District Parent Survey	60.0

Targeted Barriers to Achieving the Goal **3**

- Parents and students understanding of the attendance expectations
- Student engagement and motivation

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Administrators, Academic Coaches, Acceleration Resource Teacher, CRT, Curriculum Blueprints, Test Item Specifications, Flip Book, Collaborative Planning Structure, Progress Monitoring Data

Plan to Monitor Progress Toward G2. **8**

Survey data will be compiled through the year and discussed by the leadership team.

Person Responsible

Zhakima Spratley

Schedule

Monthly, from 8/29/2016 to 5/1/2017

Evidence of Completion

Leadership meeting minutes.

G3. With high expectations, teachers will plan, deliver, and differentiate standards-based and authentic literacy instruction for all students. 1a

G097937

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	55.0
FCAT 2.0 Science Proficiency	60.0
Civics EOC Pass	75.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of best practices for standards-based instruction in ELA and Math grades 6-8
- Insufficient work time for teachers to collaborate on standards and literacy strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, Instructional Courses, iPD department, iLS department

Plan to Monitor Progress Toward G3. 8

Student Achievement will be measured via Lake Benchmark Assessments. Scores will be analyzed to identify standards falling below proficiency levels in each subject area. The identification of these standards will help drive discussion in PLC's and determine the need for instructional changes.

Person Responsible

Heather Livengood

Schedule

Semiannually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Student scores on LSA Benchmark Exams will be tracked for a trend line over the baseline, mid year, and final exam.

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. By using various forms of data, Tavares Middle School will increase academic achievement by implementing and monitoring an MTSS system for accelerating students in the lower 30th percentile. Academic achievement will be assessed tri-yearly in the content areas of Reading, Math, and Civics. **1**

 G097935

G1.B1 Students lacking basic pre-requisite skills in Reading and Math **2**

 B263312

G1.B1.S1 Schedule students scoring a level 2 on their Math FSA into an intervention math class. All intervention math classes will be designated for period 4. Likewise, students scoring a level 1 on their Math FSA will be scheduled into an intensive math class. **4**

 S278863

Strategy Rationale

If students receive intense and targeted instruction for an extra 25 minutes each day, then their scores will increase. Students may also be grouped according to standards proficiency.

Action Step 1 **5**

Facilitate math intervention groups through 4th period math classes.

Person Responsible

Tom Valenta

Schedule

Annually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Progress report grades, report card grades, LSA scores, and running records.

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

TMS will monitor fidelity through formal students assessments as provided by their designated math teacher.

Person Responsible

Tom Valenta

Schedule

Monthly, from 9/25/2017 to 5/18/2018

Evidence of Completion

Teachers will assess students' academic achievement through formal assessments, quizzes, and homework.

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

Math teachers and the EMRT will conduct weekly data chats to chart student grades and mastery of standards.

Person Responsible

Lisa Johnson

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Teachers will use test and quiz scores, homework portfolios, and LSA Benchmark data to monitor progress.

G1.B1.S2 Schedule students scoring a level 1 on their Reading/ELA FSA into an intensive reading class.

4

S278864

Strategy Rationale

If we develop small intervention groups for level 1's and 2's using Achieve 3000, then they will increase proficiency in Reading.

Action Step 1 5

Students who score a level 1 on the ELA FSA will be scheduled into an intensive reading and/or learning strategies class.

Person Responsible

Brendalee Lettsome

Schedule

On 5/31/2018

Evidence of Completion

FSA scores, FAIR scores, LSA scores, and grades from previous school year.

Action Step 2 5

Literacy Coach will train Intensive Reading teachers on the delivery of authentic literacy strategies and instruction.

Person Responsible

Suzanna Drasheff

Schedule

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

Evidence of Completion

Achieve 3000 support personnel visits campus for training. School Data reports for Achieve 3000 will be monitored monthly.

Action Step 3 5

Literacy Coach will model lessons for Intensive Reading and ELA classes

Person Responsible

Suzanna Drasheff

Schedule

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

Evidence of Completion

Classroom walk-through forms will be completed by the host teacher.

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

Reading teachers will utilize the Achieve 3000 curriculum to monitor and track reading levels and proficiency with FL standards.

Person Responsible

Suzanna Drasheff

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Achieve 3000 Lexile scores will be recorded on a daily basis.

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

Student Lexile levels and FAIR scores will increase.

Person Responsible

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Achieve 3000 5-Step Protocol will be monitored daily; FAIR scores will be assessed three times a year.

G2. By utilizing Early Warning Signs data, school will increase attendance, positive student behaviors, and maintain a safe and supportive environment for all students **1**

 G097936

G2.B1 Parents and students understanding of the attendance expectations **2**

 B263313

G2.B1.S1 We will implement a student / parent survey to collect trends as to why students do or do not attend school on a daily basis. **4**

 S278865

Strategy Rationale

If we administer and monitor the surveys relating to student attendance, then we will have a better understanding as to what increases students' daily attendance.

Action Step 1 **5**

We will organize a parent / curriculum night to inform parents of EWS and academic goals in our SIP

Person Responsible

Zhakima Spratley

Schedule

On 2/28/2017

Evidence of Completion

parent survey, sign-in sheets, resources provided to parents

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

Each parent communication done by administration will be accompanied by a survey for parent understanding.

Person Responsible

Zhakima Spratley

Schedule

Monthly, from 8/29/2016 to 5/1/2017

Evidence of Completion

Data received from parent survey

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

Evaluate parent feedback for appropriate and concise information related to attendance expectations.

Person Responsible

Zhakima Spratley

Schedule

Monthly, from 8/29/2016 to 5/1/2017

Evidence of Completion

Data compiled from survey results.

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

Evaluate parent feedback for appropriate and concise information related to attendance expectations.

Person Responsible

Zhakima Spratley

Schedule

Monthly, from 8/29/2016 to 5/1/2017

Evidence of Completion

Data compiled from survey results.

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

Evaluate parent feedback for appropriate and concise information related to attendance expectations.

Person Responsible

Zhakima Spratley

Schedule

Monthly, from 8/29/2016 to 5/1/2017

Evidence of Completion

Data compiled from survey results.

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

Evaluate parent feedback for appropriate and concise information related to attendance expectations.

Person Responsible

Zhakima Spratley

Schedule

Monthly, from 8/29/2016 to 5/1/2017

Evidence of Completion

Data compiled from survey results.

G2.B1.S2 A designated time will be provided to create a student led platform for students ambassadors to communicate school-wide expectations for attendance, positive behaviors and academics 4

 S278866

Strategy Rationale

If we develop a student led ambassador program then the students will be able to communicate to their peers the importance of daily attendance and academic performance

Action Step 1 5

We will establish an open communication setting for community stake holders to come in and view what occurs in the classroom. Tours will be conducted by students ambassadors through multiple classrooms. Clear expectations will be set and viewed by community members.

Person Responsible

Kelly Cook

Schedule

Quarterly, from 10/20/2016 to 5/24/2017

Evidence of Completion

survey data received after tours are completed

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

Facilitation will be monitored by the TMS collaboration team.

Person Responsible

Kelly Cook

Schedule

Quarterly, from 10/20/2016 to 5/25/2017

Evidence of Completion

A sign in sheet and feedback from will be utilized to evaluate participation and understanding of expectations.

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

Evaluation and interpretation of data received.

Person Responsible

Kelly Cook

Schedule

Quarterly, from 10/20/2016 to 5/25/2017

Evidence of Completion

Data received.

G2.B1.S3 Teacher/Students will participate in a weekly data chat in which they track their own attendance and the impact it has on their overall academic performance **4**

 S278867

Strategy Rationale

If students are actively tracking their attendance, they will be more aware of the impact on their grade, as well as provide early opportunities for intervention

Action Step 1 **5**

Data chat forms detailing student course grades and achievement scores will be reviewed weekly with students.

Person Responsible

Tom Valenta

Schedule

Weekly, from 9/1/2016 to 5/25/2017

Evidence of Completion

data chat forms in teacher classrooms

Plan to Monitor Fidelity of Implementation of G2.B1.S3 **6**

Administration will conduct walk throughs to ensure data chats are being completed.

Person Responsible

Daphne Wagner

Schedule

Weekly, from 9/1/2016 to 5/25/2017

Evidence of Completion

Administration observation forms

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Student achievement will be tracked via Gradebook

Person Responsible

Tom Valenta


Schedule

Monthly, from 9/1/2016 to 5/25/2017

Evidence of Completion

LSA and Grade book scores

G2.B2 Student engagement and motivation 2

 B263314

G2.B2.S1 We will implement an attendance wavier that rewards those who earn a perfect attendance record monthly. 4

 S278868

Strategy Rationale

If we offer high interest rewards, i.e. tablets for perfect attendance and motivation, then we will see an overall increase in monthly student attendance and engagement.

Action Step 1 5

An attendance waiver will be developed by TMS teachers, students, and staff to encourage good attendance on campus.

Person Responsible

Kevin Caldwell

Schedule

On 9/5/2016

Evidence of Completion

Approved attendance waiver from LCSB

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

Teachers will utilize Skyward to track attendance and implement incentives described in the waiver.

Person Responsible

Trella Mott

Schedule

Weekly, from 9/1/2016 to 5/25/2017

Evidence of Completion

Data chat sheets in teacher's classroom

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

EWS will be analyzed quarterly for attendance.

Person Responsible

Tom Valenta

Schedule

Quarterly, from 9/1/2016 to 5/25/2017

Evidence of Completion

EWS data will show decrease in student absence.

G2.B2.S2 We will add a short term reward piece to our PBS reward system. Students will receive positive PBS signatures for weekly perfect attendance and motivation. Those signatures will count as double points to be used at the rewards station. 4

S278869

Strategy Rationale

If students achieve short term success via weekly perfect attendance PBS signatures and prizes, then they will remain engaged and motivated to attend classes routinely throughout the school and see an increase in their overall academic performance.

Action Step 1 5

Students who show evidence of perfect attendance will be rewarded with double signature points weekly.

Person Responsible

Elizabeth Roman-Tucker

Schedule

Weekly, from 9/1/2016 to 5/25/2017

Evidence of Completion

Student data chat sheet and Skyward gradebook

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

The PBS coach will check in weekly with students to monitor prizes and attendance.

Person Responsible

Elizabeth Roman-Tucker

Schedule

Weekly, from 9/1/2016 to 5/25/2017

Evidence of Completion

Positive signatures in student agenda and completed data sheet for attendance.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

EWS data will be monitored quarterly

Person Responsible

Tom Valenta

Schedule

Quarterly, from 9/1/2016 to 5/25/2017

Evidence of Completion

EWS data will show increase in student monthly attendance.

G2.B2.S3 Implement the annual TMS motivation and engagement program. Students will move through levels of achievement based on their grades, attendance, and behavior. Rewards will be based upon measurable goals within the incentive program and implemented at the end of each semester 4

 S278870

Strategy Rationale

If we implement and monitor our plan with fidelity, student engagement, motivation, and attendance will increase.

Action Step 1 5

TMS will develop and implement an incentive program that will take place the last quarter of the year. The goal of the program is to encourage higher performance in academics, behavior, and attendance during the last quarter of the year

Person Responsible

Suzanna Drasheff

Schedule

Quarterly, from 3/13/2017 to 5/24/2017

Evidence of Completion

Data check based on academics, behavior and attendance for the last quarter

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

The Collaboration Team will monitor the implementation of the program with teacher check in meetings.

Person Responsible

Suzanna Drasheff

Schedule

Biweekly, from 9/1/2016 to 1/1/2017

Evidence of Completion

meeting sign in sheets and minutes

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

EWS data will be monitored throughout the program for changes in student achievement.

Person Responsible

Tom Valenta

Schedule

Monthly, from 9/1/2016 to 5/25/2017

Evidence of Completion

EWS data

G3. With high expectations, teachers will plan, deliver, and differentiate standards-based and authentic literacy instruction for all students. 1

G097937

G3.B1 Inconsistent use of best practices for standards-based instruction in ELA and Math grades 6-8 2

B263315

G3.B1.S1 Implement structured, accountable (duty-free) time at least one day a week to collaboratively plan and share best practices to develop standard based tasks. 4

S278871

Strategy Rationale

If we implement and develop protocols for collaborative planning, then teachers lessons will reflect standards-based instructional delivery and tasks.

Action Step 1 5

Instructional coaches will provide teachers with mandated PLC times to collaboratively plan standards-based activities and performance tasks with the instructional coaches and administrators; Provide professional development, reviewing content and instructional strategies from the Florida Standards Academy, AVID Summer Institute, and Literacy Design Collaborative.

Person Responsible

Suzanna Drasheff

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

PLC documentation and student achievement on common formative assessments

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

Administration will do peer walk through during PLC and plan times to monitor standards-based curriculum use.

Person Responsible

Trella Mott

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

"Powerful Pats" LCS learning walk though tool will be used to monitor classroom observations.

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

Student Achievement will be measured via common performance tasks. Subject areas will demonstrate proficiency through a combination of standardized assessment, criterion-based assessments, formative assessments, and portfolios; Student performance will be evaluated in weekly PLC's.

Person Responsible

Suzanna Drasheff

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Student achievement data from gradebook

G3.B1.S2 Teachers and staff will participate in classroom walk-through's to observe the delivery of instruction and curriculum. Colleagues may have the opportunity to observe the implementation of authentic literacy strategies throughout their respective departments. 4

 S278872

Strategy Rationale

Classroom walk-throughs, provide teachers and staff with clear and concise visions of the expectations for implementation of standards-based best practices.

Action Step 1 5

A "Power Pat" walk though sheet will be implemented to document evidence of best practices during colleague walk throughs.

Person Responsible

Trella Mott

Schedule

Monthly, from 9/12/2016 to 5/1/2017

Evidence of Completion

Data from "Power Pats"

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administration will require participation during teacher plan time once a month.

Person Responsible

Trella Mott

Schedule

Monthly, from 9/12/2016 to 5/1/2017

Evidence of Completion

Teacher sign in sheet- TNL

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Recognition and sharing of best practices during faculty meetings.

Person Responsible

Trella Mott

Schedule

Monthly, from 9/7/2016 to 5/3/2017

Evidence of Completion

Teacher implementation of new strategies to be discussed during PLC

G3.B2 Insufficient work time for teachers to collaborate on standards and literacy strategies. 2

 B263316

G3.B2.S1 We will provide teachers time to common plan three times per month and one time per month to meet in their PLC's. 4

 S278873

Strategy Rationale

If we set a specific time frame to plan, implement and monitor our PLC's then it will increase the confidence of teachers to develop more aligned instruction, tasks, and assessments.

Action Step 1 5

Weekly data chat time will be built in to the student schedules to allow for targeted feedback and acceleration opportunities during the academic school day.

Person Responsible

Tom Valenta

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Data Chat Forms

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

Allocated time will be monitored by administration to evaluate student performance and feedback.

Person Responsible

Trella Mott

Schedule

Weekly, from 9/8/2017 to 5/24/2018

Evidence of Completion

observation and conversation with students during classroom observations and walk-through's.

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

Students grades will be monitored by the teacher using Skyward in conjunction with MTSS grade interventions strategies.

Person Responsible

Heather Livengood

Schedule

Weekly, from 9/1/2016 to 9/1/2016

Evidence of Completion

Increased student achievement in Gradebook and Lake Benchmark Assessments; Guidance Counselors will keep a running record of MTSS interventions, grade tracking systems, and parent communication.

G3.B2.S2 We will establish school-wide non-negotiables to be used during common planning and PLC's. Each department will create student performance goals for each grading period. 4

 S278874

Strategy Rationale

Established school-wide non-negotiables provide teachers with the knowledge, the structures, and protocols to be used in common planning and PLC's.

Action Step 1 5

FL Standards Academy, Engage/Pathways, and Literacy Design Collaborative (LDC) Professional Development will be provided for teachers on conducting targeted feedback and engaging in authentic literacy experiences in the classroom.

Person Responsible

Suzanna Drasheff

Schedule

Quarterly, from 8/4/2017 to 5/18/2018

Evidence of Completion

Sign in sheet for PD

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Teacher observation and feedback will be conducted on a weekly basis. Leadership Team will use the walk-through tool to measure evidence of daily reading, writing, and thinking.

Person Responsible

Suzanna Drasheff

Schedule

Weekly, from 9/1/2017 to 5/18/2018

Evidence of Completion

Power Pat form

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

EWS data will be monitored for increase in student attendance.

Person Responsible

Tom Valenta

Schedule

Monthly, from 10/3/2016 to 5/22/2017

Evidence of Completion

EWS data and Gradebook

G3.B2.S3 Teachers will participate in professional development opportunities to promote dialogue and clarity of the standards and strategies needed to incorporate authentic literacy experiences. 4

 S278875

Strategy Rationale

If teachers have an in-depth understanding of the standard for what students need to know and be able to do then teachers will deliver aligned instruction.

Action Step 1 5

Teachers will participate in weekly common planning to engage in dialogue about what students need to know and do to show mastery of the standard.

Person Responsible

Zhakima Spratley

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Completed common planning documentation located in the PLC common planning binders.

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Instructional coaches and administrators will facilitate common planning PLC meetings.

Person Responsible

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Teachers will provide feedback via survey and completed documentation forms.

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

Transfer of common planning will be evident through observation and classroom walkthroughs.

Person Responsible

Zhakima Spratley

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Observations will reflect teacher and student understanding of standards

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					
G3.B2.S1.MA1 M406125	Students grades will be monitored by the teacher using Skyward in conjunction with MTSS grade...	Livengood, Heather	9/1/2016	Increased student achievement in Gradebook and Lake Benchmark Assessments; Guidance Counselors will keep a running record of MTSS interventions, grade tracking systems, and parent communication.	9/1/2016 weekly
G2.B2.S1.A1 A375742	An attendance waiver will be developed by TMS teachers, students, and staff to encourage good...	Caldwell, Kevin	9/1/2016	Approved attendance waiver from LCSB	9/5/2016 one-time
G2.B2.S3.MA1 M406119	The Collaboration Team will monitor the implementation of the program with teacher check in...	Drasheff, Suzanna	9/1/2016	meeting sign in sheets and minutes	1/1/2017 biweekly
G2.B1.S1.A1 A375739	We will organize a parent / curriculum night to inform parents of EWS and academic goals in our SIP	Spratley, Zhakima	1/4/2017	parent survey, sign-in sheets, resources provided to parents	2/28/2017 one-time
G2.MA1 M406120	Survey data will be compiled through the year and discussed by the leadership team.	Spratley, Zhakima	8/29/2016	Leadership meeting minutes.	5/1/2017 monthly
G2.B1.S1.MA1 M406105	Evaluate parent feedback for appropriate and concise information related to attendance...	Spratley, Zhakima	8/29/2016	Data compiled from survey results.	5/1/2017 monthly
G2.B1.S1.MA1 M406106	Evaluate parent feedback for appropriate and concise information related to attendance...	Spratley, Zhakima	8/29/2016	Data compiled from survey results.	5/1/2017 monthly
G2.B1.S1.MA1 M406107	Evaluate parent feedback for appropriate and concise information related to attendance...	Spratley, Zhakima	8/29/2016	Data compiled from survey results.	5/1/2017 monthly
G2.B1.S1.MA1 M406108	Evaluate parent feedback for appropriate and concise information related to attendance...	Spratley, Zhakima	8/29/2016	Data compiled from survey results.	5/1/2017 monthly
G2.B1.S1.MA1 M406109	Each parent communication done by administration will be accompanied by a survey for parent...	Spratley, Zhakima	8/29/2016	Data received from parent survey	5/1/2017 monthly
G3.B1.S2.MA1 M406124	Administration will require participation during teacher plan time once a month.	Mott, Trella	9/12/2016	Teacher sign in sheet- TNL	5/1/2017 monthly
G3.B1.S2.A1 A375746	A "Power Pat" walk though sheet will be implemented to document evidence of best practices during...	Mott, Trella	9/12/2016	Data from "Power Pats"	5/1/2017 monthly
G3.B1.S2.MA1 M406123	Recognition and sharing of best practices during faculty meetings.	Mott, Trella	9/7/2016	Teacher implementation of new strategies to be discussed during PLC	5/3/2017 monthly
G3.B2.S2.MA1 M406127	EWS data will be monitored for increase in student attendance.	Valenta, Tom	10/3/2016	EWS data and Gradebook	5/22/2017 monthly
G2.B1.S2.A1 A375740	We will establish an open communication setting for community stake holders to come in and view...	Cook, Kelly	10/20/2016	survey data received after tours are completed	5/24/2017 quarterly
G2.B2.S3.A1 A375744	TMS will develop and implement an incentive program that will take place the last quarter of the...	Drasheff, Suzanna	3/13/2017	Data check based on academics, behavior and attendance for the last quarter	5/24/2017 quarterly
G2.B2.S1.MA1 M406114	EWS will be analyzed quarterly for attendance.	Valenta, Tom	9/1/2016	EWS data will show decrease in student absence.	5/25/2017 quarterly
G2.B2.S1.MA1 M406115	Teachers will utilize Skyward to track attendance and implement incentives described in the waiver.	Mott, Trella	9/1/2016	Data chat sheets in teacher's classroom	5/25/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1 M406110	Evaluation and interpretation of data received.	Cook, Kelly	10/20/2016	Data received.	5/25/2017 quarterly
G2.B1.S2.MA1 M406111	Facilitation will be monitored by the TMS collaboration team.	Cook, Kelly	10/20/2016	A sign in sheet and feedback from will be utilized to evaluate participation and understanding of expectations.	5/25/2017 quarterly
G2.B2.S2.MA1 M406116	EWS data will be monitored quarterly	Valenta, Tom	9/1/2016	EWS data will show increase in student monthly attendance.	5/25/2017 quarterly
G2.B2.S2.MA1 M406117	The PBS coach will check in weekly with students to monitor prizes and attendance.	Roman-Tucker, Elizabeth	9/1/2016	Positive signatures in student agenda and completed data sheet for attendance.	5/25/2017 weekly
G2.B2.S2.A1 A375743	Students who show evidence of perfect attendance will be rewarded with double signature points...	Roman-Tucker, Elizabeth	9/1/2016	Student data chat sheet and Skyward gradebook	5/25/2017 weekly
G2.B1.S3.MA1 M406112	Student achievement will be tracked via Gradebook	Valenta, Tom	9/1/2016	LSA and Grade book scores	5/25/2017 monthly
G2.B1.S3.MA1 M406113	Administration will conduct walk throughs to ensure data chats are being completed.	Wagner, Daphne	9/1/2016	Administration observation forms	5/25/2017 weekly
G2.B1.S3.A1 A375741	Data chat forms detailing student course grades and achievement scores will be reviewed weekly with...	Valenta, Tom	9/1/2016	data chat forms in teacher classrooms	5/25/2017 weekly
G2.B2.S3.MA1 M406118	EWS data will be monitored throughout the program for changes in student achievement.	Valenta, Tom	9/1/2016	EWS data	5/25/2017 monthly
G1.MA1 M406104	Data collected includes assessment scores and homework/classwork portfolios.	Lettsome, Brendalee	9/25/2017	Assessments, homework, and classwork.	5/18/2018 weekly
G1.B1.S1.MA1 M406101	TMS will monitor fidelity through formal students assessments as provided by their designated math...	Valenta, Tom	9/25/2017	Teachers will assess students' academic achievement through formal assessments, quizzes, and homework.	5/18/2018 monthly
G1.B1.S2.A2 A375737	Literacy Coach will train Intensive Reading teachers on the delivery of authentic literacy...	Drasheff, Suzanna	9/7/2017	Achieve 3000 support personnel visits campus for training. School Data reports for Achieve 3000 will be monitored monthly.	5/18/2018 quarterly
G1.B1.S2.A3 A375738	Literacy Coach will model lessons for Intensive Reading and ELA classes	Drasheff, Suzanna	9/14/2017	Classroom walk-through forms will be completed by the host teacher.	5/18/2018 biweekly
G3.B2.S2.MA1 M406128	Teacher observation and feedback will be conducted on a weekly basis. Leadership Team will use the...	Drasheff, Suzanna	9/1/2017	Power Pat form	5/18/2018 weekly
G3.B2.S2.A1 A375748	FL Standards Academy, Engage/ Pathways, and Literacy Design Collaborative (LDC) Professional...	Drasheff, Suzanna	8/4/2017	Sign in sheet for PD	5/18/2018 quarterly
G3.B2.S1.MA1 M406126	Allocated time will be monitored by administration to evaluate student performance and feedback.	Mott, Trella	9/8/2017	observation and conversation with students during classroom observations and walk-through's.	5/24/2018 weekly
G3.MA1 M406131	Student Achievement will be measured via Lake Benchmark Assessments. Scores will be analyzed to...	Livengood, Heather	8/10/2017	Student scores on LSA Benchmark Exams will be tracked for a trend line over the baseline, mid year, and final exam.	5/31/2018 semiannually
G1.B1.S1.MA1 M406100	Math teachers and the EMRT will conduct weekly data chats to chart student grades and mastery of...	Johnson, Lisa	8/10/2017	Teachers will use test and quiz scores, homework portfolios, and LSA Benchmark data to monitor progress.	5/31/2018 weekly
G1.B1.S1.A1 A375735	Facilitate math intervention groups through 4th period math classes.	Valenta, Tom	8/10/2017	Progress report grades, report card grades, LSA scores, and running records.	5/31/2018 annually
G3.B1.S1.MA1 M406121	Student Achievement will be measured via common performance tasks. Subject areas will demonstrate...	Drasheff, Suzanna	8/10/2017	Student achievement data from gradebook	5/31/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1 M406122	Administration will do peer walk through during PLC and plan times to monitor standards-based...	Mott, Trella	8/10/2017	"Powerful Pats" LCS learning walk though tool will be used to monitor classroom observations.	5/31/2018 monthly
G3.B1.S1.A1 A375745	Instructional coaches will provide teachers with mandated PLC times to collaboratively plan...	Drasheff, Suzanna	8/10/2017	PLC documentation and student achievement on common formative assessments	5/31/2018 monthly
G3.B2.S1.A1 A375747	Weekly data chat time will be built in to the student schedules to allow for targeted feedback and...	Valenta, Tom	8/10/2017	Data Chat Forms	5/31/2018 weekly
G1.B1.S2.MA1 M406102	Student Lexile levels and FAIR scores will increase.		8/10/2017	Achieve 3000 5-Step Protocol will be monitored daily; FAIR scores will be assessed three times a year.	5/31/2018 biweekly
G1.B1.S2.MA1 M406103	Reading teachers will utilize the Achieve 3000 curriculum to monitor and track reading levels and...	Drasheff, Suzanna	8/10/2017	Achieve 3000 Lexile scores will be recorded on a daily basis.	5/31/2018 monthly
G1.B1.S2.A1 A375736	Students who score a level 1 on the ELA FSA will be scheduled into an intensive reading and/or...	Lettsome, Brendalee	8/10/2017	FSA scores, FAIR scores, LSA scores, and grades from previous school year.	5/31/2018 one-time
G3.B2.S3.MA1 M406129	Transfer of common planning will be evident through observation and classroom walkthroughs.	Spratley, Zhakima	8/10/2017	Observations will reflect teacher and student understanding of standards	5/31/2018 weekly
G3.B2.S3.MA1 M406130	Instructional coaches and administrators will facilitate common planning PLC meetings.		8/10/2017	Teachers will provide feedback via survey and completed documentation forms.	5/31/2018 weekly
G3.B2.S3.A1 A375749	Teachers will participate in weekly common planning to engage in dialogue about what students need...	Spratley, Zhakima	8/10/2017	Completed common planning documentation located in the PLC common planning binders.	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. By using various forms of data, Tavares Middle School will increase academic achievement by implementing and monitoring an MTSS system for accelerating students in the lower 30th percentile. Academic achievement will be assessed tri-yearly in the content areas of Reading, Math, and Civics.

G1.B1 Students lacking basic pre-requisite skills in Reading and Math

G1.B1.S2 Schedule students scoring a level 1 on their Reading/ELA FSA into an intensive reading class.

PD Opportunity 1

Students who score a level 1 on the ELA FSA will be scheduled into an intensive reading and/or learning strategies class.

Facilitator

Suzy Drasheff

Participants

Intensive Reading Teachers

Schedule

On 5/31/2018

G3. With high expectations, teachers will plan, deliver, and differentiate standards-based and authentic literacy instruction for all students.

G3.B1 Inconsistent use of best practices for standards-based instruction in ELA and Math grades 6-8

G3.B1.S1 Implement structured, accountable (duty-free) time at least one day a week to collaboratively plan and share best practices to develop standard based tasks.

PD Opportunity 1

Instructional coaches will provide teachers with mandated PLC times to collaboratively plan standards-based activities and performance tasks with the instructional coaches and administrators; Provide professional development, reviewing content and instructional strategies from the Florida Standards Academy, AVID Summer Institute, and Literacy Design Collaborative.

Facilitator

Suzanna Drasheff, Tom Valenta, Kelly Cook

Participants

All teaching staff

Schedule

Monthly, from 8/10/2017 to 5/31/2018

G3.B2 Insufficient work time for teachers to collaborate on standards and literacy strategies.

G3.B2.S2 We will establish school-wide non-negotiables to be used during common planning and PLC's. Each department will create student performance goals for each grading period.

PD Opportunity 1

FL Standards Academy, Engage/Pathways, and Literacy Design Collaborative (LDC) Professional Development will be provided for teachers on conducting targeted feedback and engaging in authentic literacy experiences in the classroom.

Facilitator

Suzanna Drasheff

Participants

all teachers

Schedule

Quarterly, from 8/4/2017 to 5/18/2018

G3.B2.S3 Teachers will participate in professional development opportunities to promote dialogue and clarity of the standards and strategies needed to incorporate authentic literacy experiences.

PD Opportunity 1

Teachers will participate in weekly common planning to engage in dialogue about what students need to know and do to show mastery of the standard.

Facilitator

Zhakima Spratley, Suzy Drasheff, Tom Valenta, Elizabeth Roman-Tucker

Participants

All teachers

Schedule

Weekly, from 8/10/2017 to 5/31/2018

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	Facilitate math intervention groups through 4th period math classes.	\$0.00
2	G1.B1.S2.A1	Students who score a level 1 on the ELA FSA will be scheduled into an intensive reading and/or learning strategies class.	\$0.00
3	G1.B1.S2.A2	Literacy Coach will train Intensive Reading teachers on the delivery of authentic literacy strategies and instruction.	\$0.00
4	G1.B1.S2.A3	Literacy Coach will model lessons for Intensive Reading and ELA classes	\$0.00
5	G2.B1.S1.A1	We will organize a parent / curriculum night to inform parents of EWS and academic goals in our SIP	\$0.00
6	G2.B1.S2.A1	We will establish an open communication setting for community stake holders to come in and view what occurs in the classroom. Tours will be conducted by students ambassadors through multiple classrooms. Clear expectations will be set and viewed by community members.	\$0.00
7	G2.B1.S3.A1	Data chat forms detailing student course grades and achievement scores will be reviewed weekly with students.	\$0.00
8	G2.B2.S1.A1	An attendance waiver will be developed by TMS teachers, students, and staff to encourage good attendance on campus.	\$0.00
9	G2.B2.S2.A1	Students who show evidence of perfect attendance will be rewarded with double signature points weekly.	\$0.00
10	G2.B2.S3.A1	TMS will develop and implement an incentive program that will take place the last quarter of the year. The goal of the program is to encourage higher performance in academics, behavior, and attendance during the last quarter of the year	\$0.00
11	G3.B1.S1.A1	Instructional coaches will provide teachers with mandated PLC times to collaboratively plan standards-based activities and performance tasks with the instructional coaches and administrators; Provide professional development, reviewing content and instructional strategies from the Florida Standards Academy, AVID Summer Institute, and Literacy Design Collaborative.	\$0.00
12	G3.B1.S2.A1	A "Power Pat" walk though sheet will be implemented to document evidence of best practices during colleague walk throughs.	\$0.00
13	G3.B2.S1.A1	Weekly data chat time will be built in to the student schedules to allow for targeted feedback and acceleration opportunities during the academic school day.	\$0.00
14	G3.B2.S2.A1	FL Standards Academy, Engage/Pathways, and Literacy Design Collaborative (LDC) Professional Development will be provided for teachers on conducting targeted feedback and engaging in authentic literacy experiences in the classroom.	\$0.00
15	G3.B2.S3.A1	Teachers will participate in weekly common planning to engage in dialogue about what students need to know and do to show mastery of the standard.	\$0.00
Total:			\$0.00