

Lake County Schools

Triangle Elementary School



2017-18 Schoolwide Improvement Plan

Triangle Elementary School

1707 EUDORA RD, Mount Dora, FL 32757

<https://tre.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	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

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

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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 Triangle 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.

Triangle Elementary is committed to a shared purpose and direction. We maintain expectations for student learning which are aligned with our school vision. School personnel and all other stakeholders support our shared purpose, vision, and mission. Our expectations serve as the focus for assessing student performance and effectiveness. Triangle's vision guides allocations of time as well as human, material, and fiscal resources.

MISSION:

The mission of Triangle Elementary School is to empower students to achieve, excel, and celebrate life-long learning through reading, writing, thinking and talking each day.

STUDENT PLEDGE:

Today, I will do my work and follow Triangle rules and expectations so I can achieve, excel, and celebrate life-long learning.

BELIEF STATEMENTS:

- All Triangle students are learners.
- The Triangle staff strives to meet the unique learning needs of all students.
- Teaching and learning occur in a safe and orderly environment.
- Resources and services support effective teaching and learning.
- Our staff encourages students and community to value tolerance, respect, and self-esteem.
- Our staff members continue to be active learners.
- Our school and community serve and support one another.
- Our school, with parent and community involvement, plans for continued improvement.

b. Provide the school's vision statement.

VISION:

Triangle Elementary School, in partnership with families and community, will provide relevant educational opportunities and maintain high academic expectations for a diverse community of learners.

2. School Environment

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

With a 60% minority rate and 86% of the student population receiving free/reduced lunch, it is a top priority at Triangle Elementary School, TRES, to provide opportunities for teachers and students to build relationships and learn about diverse cultures.

Throughout the school year, TRES hosts several events focused on Literacy, Math and Science. For these events, we invite members in the community representative of our student population who are successful businessmen and women, public servants, and college educated professionals. Additionally, we are providing in-school presentations which have allowed us to bring in culturally diverse members of our local community.

Triangle Elementary School will also continue to build relationships with students through our mentorship programs, which will assist in improving attendance, academics, and overall behavior. The goal is that all students feel welcomed and ready to succeed daily.

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

Triangle Elementary staff is on-duty in designated areas before students enter the school grounds to ensure that students are monitored as they enter the school. Crossing guards are on duty in two areas each morning and afternoon to assist students with safely crossing Eudora Road as they walk to and from school. Triangle Elementary has designated points-of-entry for bus riders, walkers, and car riders, which are monitored by staff on duty. Our fifth grade safety patrols assist staff in the cafeteria and hallways to ensure students arrive safely to their classrooms. Teachers greet each of their students at the door as they enter their classroom. During the day, TRES has a single-point-of-entry system where all visitors must provide identification and sign in on the computer using the RAPTOR system. At dismissal, staff have designated areas they are assigned for active supervision and safety patrols are utilized as well throughout our campus to ensure safe transitions off campus. TRES is a Positive Behavior Support (PBS) school. Our staff members work collaboratively to develop common classroom, hallway, cafeteria, and playground procedures to ensure a safe and orderly environment for our students - before, during, and after school. These expectations are taught at the beginning of each year, practiced and reinforced throughout the year. For the 17-18 school year, our PBS system will continue with the addition of Second Steps social-emotional lessons which will be taught explicitly to our students to build skills that promote academic and social success.

Student supervision is provided at all times; in the classrooms by teachers, by the leadership team during lunches, and throughout the campus by students commuting in pairs and staff members being actively present. Students can report any concerns they may have to any staff member and/or through the leadership team at any time.

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.

Triangle Elementary is a Positive Behavior Support school. PBS is an incentive-based program which recognizes and rewards students who make positive academic and social choices at school (proactive and preventative measures). With three tiers of support, TRES has a clearly defined system in place that aids in minimizing distractions and disciplinary incidents during instructional time. The TRES PBS team has also clearly delineated teacher-managed behaviors and office-managed behaviors and uses a school-based specific form (TRES Classroom Behavior Tracking Form) to track those behaviors/incidents.

Our PBIS (Positive Behavioral Interventions and Supports) improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. Our MTSS Coach, ESE School Specialist and Instructional Dean oversees our PBIS system. We also utilize incentives, including the Manatee Market.

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.

Triangle Elementary has two School Counselors who are available for our students and parents to address needs in confidence. They are able to refer families to local agencies for behavioral and emotional needs. Our Family School Liaison and Social Worker work closely with our families in need by providing backpacks, school supplies, clothes, shoes, food and support for our homeless. We also

provide referrals to Life Stream, Big Bear Behavioral, and UCF CARD (Center for Autism and Related Disabilities). As a team, they work to support our students behavior, attendance and emotional goals in the educational setting.

Our PBS program also includes a mentoring program, 'Manatee Mentors', where school personnel and other community stakeholders have been assigned to students with behavior and attendance issues to provide mentoring, academic, and social skills support. Outside School mentors are also provided for students through outside community partnerships. In addition, we are continuing Second Steps social-emotional lessons for the 2017-2018 school year. The lessons will be taught weekly with support from our counselors, and reinforced on our daily Manatee News.

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.

Triangle Elementary uses a district-wide program called Decision Ed. Within this program, we are able to identify students who fall under the Early Warning System indicators. These include, attendance, one or more suspensions, failing grades in both reading and math, retentions, low economic status, and it identifies our bottom quartile.

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	23	12	22	18	17	16	0	0	0	0	0	0	0	108
One or more suspensions	11	4	10	6	7	1	0	0	0	0	0	0	0	39
Course failure in ELA or Math	18	7	6	11	5	3	0	0	0	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	63	54	54	0	0	0	0	0	0	0	171

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	

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

Based on the information provided by the early warning systems, Triangle Elementary implemented a school-wide attendance program to encourage students to come to school each day. Within the attendance program school-wide incentives are given to those students with improved attendance as well as those students who have few absences. In addition to the attendance program, students with perfect attendance are recognized at the end of each nine weeks. These incentives are put in place to encourage those students' and their families who have difficulties with attendance.

Students who struggle with behavior are monitored and rewarded based on their improved behavior. These students identified are referred to MTSS for Tier 2 or Tier 3 support with a behavior plan.

Members of our leadership team provide additional support as mentors or as the primary contact for a check-in/check-out plan to these students who struggle with behavior. Incident reports and a discipline ladder is utilized to ensure that students receive sufficient behavior interventions prior to referrals and suspensions.

Students who are identified in the bottom quartile in grades 3-5 and/or failing in reading or math are also invited to attend Triangle After-School Tutoring funded through Title I. Two six-week sessions are provided and instruction is given by certified teachers with a maximum of ten students per class. It is in these tutoring sessions, that students are able to receive additional intensive support in their critical need areas.

Triangle Elementary also provides Morning Math Tutoring, which utilizes I-Ready which is a District-wide initiative. Rosetta Stone Tutoring is also available in the morning and afternoons, to provide additional support for our students who are identified as ELL.

For our remediation groups in grades K-2, SIPPS is used as a school-wide intervention strategy which focuses on Triangle Elementary's bottom quartile in reading and is monitored by our Literacy Coach.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

Yes

1. PFEP Link

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

2. Description

Please refer to TRE 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.

Parent and community involvement is vital to Triangle Elementary School. We believe that parents and community members comprise two groups of our most important stakeholders. Community partners include: Mount Dora Police Department, Lake County Sheriff's Office, Mount Dora Kiwanis, Mount Dora Women's Club, Dominos Pizza, Publix, Sonic, Burger King, Oakwood, Triangle Bowling Lanes, First Methodist Church of Mount Dora, First Baptist Church of Mount Dora, AXA Financial Services, Value Teachers, and Northland Church. Many of these partners give of their time as mentors, financial contributors for supplies, community service projects, and academic achievement (A, A/B Honor Roll, Perfect Attendance), as well as volunteers for special projects and events held at the school.

Four years ago, we started a school-wide initiative to boost both student achievement and community involvement through In-School Presentations and Activities. Due to the success of this program, we will continue it for the 2017-18 school year. These presentations and activities are part of our Wonderful Wednesdays and promote community involvement as we enrich our students in math, science, and

encourage the fine arts.

This year, we will implement a monthly community service outreach recognizing our service groups such as police, fire, and medical services.

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
Straughan, Marlene	Principal
Hartog, Deborah	Assistant Principal
Boston, Rhonda	Instructional Coach
Frazier, Whitney	Instructional Coach
Textor, Christina	Administrative Support
Dillow, Melissa	Instructional Coach
McGuire, Linda	School Counselor
Dooley, Tom	Instructional Coach
Scott, Reshonda	Dean
Poole, Raelynn	School Counselor
Bolivar, Alexandria	Instructional Coach

b. Duties

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

The school-based Leadership team consists of the Principal, Assistant Principal, Instructional Dean, RTI/MTSS Coach, Two School Counselors, Literacy Coach, Math/Science Coach, ESE School Specialist, and Curriculum Resource Teacher.

With such a large ESE population, tons of time and support are required to manage IEP's, ensure compliance, conduct IEP meetings, problem solve, and support ESE teachers and students. We have five self-contained ESE units on campus, including ASD, IND and ESE Pre-K.

The leadership team meets weekly to report and discuss the following:

1. Core Instruction alignment among grade levels (instructional planning and delivery is standards-based, data-driven, and differentiated by student.

Person(s) Responsible: Instructional Coaches/CRT; Instructional Dean; Administration

2. Student center time and alignment to whole group lesson (that the tasks are rigorous and match required DOK)

Person(s) Responsible: Instructional Coaches/CRT; Administration

3. School-wide data (iReady, LSA, SIPPS, FLKRS, student grades)

Person(s) Responsible: Instructional Coaches/CRT; Administration

4. Early warning systems (attendance, discipline, PBS)

Person(s) Responsible: CRT; MTSS Coach; Guidance; Instructional Dean; Administration

5. Bottom quartile status, including retention students

Person(s) Responsible: MTSS Coach; ESE Specialist; CRT; Instructional Dean; Administration

6. MTSS status

Person(s) Responsible: MTSS Coach; Administration

7. ESE/ELL status

Person(s) Responsible: ESE Specialist; Guidance; Administration

8. Professional development needs

Person(s) Responsible: Instructional Coaches; Administration

9. Support/celebrations

Person(s) Responsible: All members

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

The school-based MTSS Leadership team consists of an Administrator, Instructional Dean, MTSS Coach, Guidance Counselors, Literacy Coach, Math/Science Coach, ESE Specialist, School Psychologist, and Curriculum Resource Teacher. The function and responsibility of each member is to create a system of supports for both the classroom teacher and individual students according to the intervention design outlined in the MTSS process. It is a collaborative process with systematic 'checks and balances' to determine the effectiveness of the intervention plan based on the student's response to the intervention. Adjustments/modifications are made to the student's plan when necessary and done so in consultation of each member's area of expertise.

The TRE MTSS data-based problem-solving process is an extension of the LCS district process. It is a formal process of tiered analysis. The process begins with organizing and planning. The school-based leadership disaggregate data by looking at test scores to identify patterns and trends related to both school-wide and individual classroom teaching and learning processes. Individual student data is also examined to determine effectiveness of core instruction, resource allocation, teacher support systems, and small group instruction. If adequate progress is not achieved for targeted students according to MTSS and SIP structures, interventions beyond Tier 1 are implemented (Tiers 2 and 3).

The intervention design includes a student performance goal, developing an intervention plan to address the goal, and using progress monitoring data to evaluate the effectiveness of the intervention plan (Tier 2). If the student's response to the intervention does not lead toward achievement of the performance goal, more intensive, individualized interventions and supports are implemented (Tier 3). These supports include but are not limited to the most intense instruction and interventions. Based upon individual student needs, increased time, a more narrowed focus, and reduced group size are provided in addition to and aligned with the Tier 1 and 2 academic instruction and supports.

TITLE I, PART A

The county's Title Services department coordinates the funding which Triangle utilizes to help students improve their academic achievement. These opportunities include additional instructional personnel targeted at assisting with lower quartile student subgroups, materials for mathematics, reading, and science, funding for remediation, intervention and after-school tutoring, as well as professional development for our staff. When data is received, special attention will be given to the subgroups which did not meet target AMO in 2017-2018. For reading and mathematics, these subgroups are: white, students with disabilities, economically disadvantaged, black, and ELL. Title I personnel responsible for additional support for targeted subgroups includes, but is not limited to, Family School Liaison, MTSS Coach, Literacy Teacher Assistant, PK teacher, and corresponding

grade level teacher assistants funded by Title I. Academic instructional coaches will also provide support (Literacy Coach, CRT, and Math/Science Coach).

TITLE I, PART C - MIGRANT

Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

TITLE I, PART D

The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

TITLE II

The Curriculum Department coordinates funding for technology aimed at increasing student achievement. Funding for professional development is coordinated through the curriculum department at the district level. On the school level, the assistant principal, curriculum specialist, the technology contact, and the family liaison work with the principal to ensure compliance with guidelines and assistance to children and families.

TITLE III

The Curriculum Department coordinates funding for services to English Language Learners 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 IX- HOMELESS

The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

SUPPLEMENTAL ACADEMIC INSTRUCTION (SAI and SIGa)

SAI will be combined with the Title I funds to provide additional services to low performing subgroups in the area of mathematics, reading, and science. This assistance will include, but not be limited to, before and after school remediation programs and additional materials for increased academic performance.

VIOLENCE PREVENTION PROGRAMS

Triangle Elementary participates in the Too Good for Drugs prevention program. In addition, we have a school wide PBS (Positive Behavior System) that promotes positive behavior, as well as an anti-bullying program. For 2017-18 school year, we will implement the Second Steps social-emotional lessons.

NUTRITION PROGRAMS

The school participates in the free and reduced lunch programs, providing daily breakfast and lunch to our students; 86% of which are economically disadvantaged.

IDEA FUNDS

Our school receives federal IDEA funds for necessary equipment and/or materials to be utilized for

our ESE students. We also have additional personnel allocations and other various resources to assist.

HOUSING PROGRAMS
N/A

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Marlene Straughan	Principal
Roberto Garcia	Teacher
Matthew Hewitt	Business/Community
Minnie Palmer	Parent
Rhonda Boston	Teacher
Ken Hinman	Business/Community
Ivy Severence	Business/Community
Beverly Hillman	Education Support Employee
Mary Lou Rosales	Parent
Roxy Wilson	Parent
Jeremy Bell	Parent
Robert Palmer	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

Triangle Elementary School's SAC played an integral role in the evaluation of the 2017-2018 school improvement plan. SAC members will be provided monthly updates regarding fidelity to the SIP and supporting evidence: school-wide systems and events; EWS data; and grade level data (iReady, SIPPS, LCS benchmark assessments).

SAC members comments, questions, and concerns in reference to the 2017-2018 SIP draft were addressed and noted in the minutes during the September, 2017 meeting.

b. Development of this school improvement plan

The process used to engage a variety of stakeholders in the development and/or evaluation of Triangle Elementary's school improvement plan is transparent and inclusive. Vested stakeholders include teachers, parents, business partners, community members, and students. On an annual basis, a formal process is followed.

School Leadership analyzes common themes and trends in data regarding Stakeholder Feedback Surveys (Parent, Student, and Staff survey data). Areas of notable achievement and areas that need improvement are reviewed. Additionally, Florida Standards Assessment (FSA) student performance

data is analyzed. The data is disaggregated by grade level, subject area (Reading, Math, Science, and Writing), and subgroup. Ancillary data including attendance and disciplinary actions are also considered. A draft of the plan is written and further developed once Annual Measureable Objectives (AMOs) are released from the Florida Department of Education. These initial steps in the process are completed prior to meeting with the School Advisory Committee (SAC).

Members of the School Advisory Committee vote to approve the proposed plan. Members of the SAC include the aforementioned stakeholders and reflect both the student population and community the school serves. Members are encouraged to provide suggestions and/or comments regarding the quality and scope of the plan. SAC members receive annual training regarding their roles and responsibilities as members. The SAC is required to meet a minimum of eight times within a calendar year and meetings are held in the evenings to accommodate member schedules. Minutes for every meeting are documented.

As a Title I school, our School Improvement Plan is also closely tied to both our annual Title I Plan and Parent Involvement Plan. Both plans are reviewed by a district Title I program specialist assigned to our school. Additionally, Triangle hosts an Annual Title I Parent Meeting to present the contents of each of the three plans. An evening meeting is scheduled in conjunction with our Annual Parent University/Open House and a second meeting is scheduled separately on a weekday morning. Participants of both meetings are encouraged to provide suggestions and/or comments regarding the quality and scope of the plan. Minutes for each meeting are filed.

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

As a Title I school, our School Improvement Plan is closely tied to both our annual Title I Plan and Parent Involvement Plan. All plans and budgets are aligned to maximize materials, technology and human resources to support and meet our SIP goals. Budget lines and cost strips have been appropriated.

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

Triangle Elementary's SAC has a total budget of \$5,044 for the 2017-2018 school year. These funds came from roll-over from the 2016-2017 school year, as well as leftover funds from the LEADS money available to teachers. The SAC voted in the September 2017 meeting to provide \$1,000 to the new attendance plan for incentives to students, and the remaining balance available to replenish needed items in the Manatee Market. Any funds not utilized will roll-over to the following school year.

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
Straughan, Marlene	Principal
Frazier, Whitney	Instructional Coach
Boston, Rhonda	Instructional Coach
Textor, Christina	Instructional Coach
Dooley, Tom	Instructional Coach

b. Duties

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

The LLT supports and directs the Literacy Committee which is comprised of one or more representatives from each grade level to discuss and promote literacy for our school. This group of individuals work together to align literacy professional development with the School Improvement Plan as well as teacher and grade level needs to ensure that all of the students are college and career ready. This group provides feedback to the Literacy Coaches on specific literary needs in which they would like additional professional development. To meet the needs of our School Improvement Plan a school wide focus this year is the utilization of the Accelerated Reader program. The LLT has discussed ideas to encourage the students to meet their goals, as well as ideas to reward the students who have meet those goals. To promote school-wide literacy, the LLT meets to discuss ideas and plan for Literacy Week as well as our Literacy Fair.

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.

To encourage positive working relationships between teachers, including collaborative planning and instruction, TRES is employing the following strategies:

PROFESSIONAL LEARNING COMMUNITIES

Professional learning communities will target the following three areas: (1) standards-based instructional planning and delivery, (2) using data to differentiate instruction, and (3) writing across the curriculum. PLCS are scheduled for two Thursdays of each month. Within the PLCs the following measurable goals will guide our focus:

- Maintain use of Standards-based lesson plans
- Provide consistent use of planning time for collaboration
- Increase student achievement
- Work collaboratively to examine student products.

COMMON PLANNING

Common planning will take place during grade level planning times which occur at least once a week and vary among grade levels. A full day of collaborative planning per grade level will also occur at least three times throughout the year. The purpose of those planning times is to address 3 areas:

1) Instructional Planning and Delivery

- a. What is it we want and expect students to learn?
- b. How will they learn it?
- c. How will we know when they have learned it?
- d. How will we respond if they don't learn it? AND/OR How will we respond to those who already know it?

2) Analyzing Data

- a. Did the assessment we administered measure the skills and/or concepts that we needed to monitor?
Why
or why not?
 - b. Which questions had a high number of correct responses? Why?
 - c. Which questions were left blank, had a low response rate, and/or had a high number of incorrect responses?
 - d. What question or questions seem most difficult for students? On which concepts will we need to give focused and direct instruction?
 - e. What learning needs are evident?
- 3) Analyzing Authentic Student Work/Writing
- a. What is a sample of an ideal/proficient response? (Do we know what we consider proficient? Do we agree on what proficiency looks like?)
 - b. What are the strengths of the student responses we have collected? Why?
 - c. What are the weaknesses of the student responses we have collected? Why?
 - d. Do any responses stand out? For what reasons?
 - e. What learning needs are evident? (content/accuracy of writing versus conventions)

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

As a Title I school, teachers who continue to work at Triangle Elementary receive additional funds that are provided by the District.

Four strategies will be employed to recruit and retain highly qualified, certified-in-field, effective teachers:

1. Regularly scheduled meetings of new teachers with principal

Goal: To facilitate formal and informal communication of needs and teacher performance expectations.

Person responsible: Marlene Straughan, Principal

2. Partnering new teachers with veteran staff and/or mentors

Goal: To provide a supportive environment conducive to new teacher development.

Person Responsible: Deborah Hartog, Assistant Principal

3. District provided "TOPS" training

Goal: To provide training on Florida Educator Accomplished Practices (FEAPs) and orientation of LCS vision, mission, and governing policies.

Person (s) Responsible: District Personnel, Instructional Coaches

4. Weekly Grade Level Meetings

Goal: To provide instructional and curricular support

Person(s) Responsible: Grade Chairs, Mentors, Instructional Coaches, and Principal

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

TRE's teacher mentoring program/plan includes the following:

- (1) Each new teacher is assigned to both a school-based and district-based instructional coach to help ensure all instructional and curricular resources are made available.

(2) Each new teacher is assigned a school-based mentor. Mentors must have a well-defined skill set in multiple areas of instructional expertise: Classroom Culture/ Environment, Student Engagement, Higher Order Questioning & Discourse, Rigorous Tasks & Assessments, Lesson Planning & Delivery, Differentiated Instruction, Integration Across the Content Areas, and Tracking Student Progress (FCIM). Mentors and mentees are encouraged to meet bi-weekly to discuss evidence-based strategies and pending concerns. The mentor observes the mentee and time is given for feedback, peer coaching, and planning.

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 ensure that Triangle Elementary School's core instructional programs and materials are aligned to Florida's Standards:

CLASSROOM INSTRUCTION:

1. STANDARDS-BASED INSTRUCTION: We will teach Florida Standards with fidelity utilizing the LCS Blueprints for grades K-5 in all content areas to ensure lesson plans and instructional delivery are aligned to the full intent of the standards. Students will be reading, writing, thinking and talking daily.
2. CHALLENGING, ENGAGING, AND INTENTIONAL INSTRUCTION: We will use cognitive complexity and depth of knowledge for the development and execution of rigorous tasks and assessments K-5. We will be intentional in our use of higher-order questioning and provide opportunities for student discourse allowing discussion to answer questions both orally and in writing.
3. DIFFERENTIATION: We will differentiate our lessons to meet the academic needs of our students. This will be done with student centers that are aligned to the rigor and depth of the standards (including recursive standards), guaranteeing that all students are provided with challenging and personalized learning experiences.
4. TEACHER FEEDBACK: Feedback needs to be timely and specific. Student work will be returned in a timely manner and displays need to be current with specific teacher feedback.
5. CLASSROOM CULTURE: We will create a positive learning atmosphere for our students. Standard Operating Procedures will be created with students to ensure classroom management. PBS expectations will be followed school-wide and reviewed consistently. Classes will participate in Second Step social lessons to develop skills for social and academic success for our students.

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.

Triangle Elementary School's instructional focus for the year is standards-based, data-driven instructional planning and delivery with ensuring authentic literacy. Students will be reading, writing, thinking and talking daily.

TRES Teachers and Leadership Team progress monitor grade level data, determine needs for remediation/enrichment, tutoring, and establish small groups for mastery of grade-level standards. Planning and delivery is differentiated based upon the needs of the students. A triangulation of the following data is used:

GRADES 4-5 - FSA Data, ELA/MATH grades (previous year), STAR, I-Ready Data
GRADES 1-3 - Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) Data, ELA/MATH grades (previous year), STAR, I-Ready data
GRADE K - Florida Kindergarten Readiness Screener (FLKRS), and teacher observation of skills, I-Ready

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 Triangle After-School Tutoring (District Title I Funding)

The purpose of this program is to address the needs of our targeted students in both reading and math grades 3, 4, and 5, and science for 5th grade. Eligibility for the program is based upon the following student performance data: previous FSA scores, iReady, and classroom coursework. There are two six-week sessions; two days per week after school.

Strategy Rationale

To accelerate achievement in both reading and math aligned to core instruction for our targeted students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hartog, Deborah, hartogd@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-tests 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.

Strategy: Extended School Day

Minutes added to school year: 1,350

Collaborative Planning and Vertical Alignment for Grades K-5

Strategy Rationale

To provide additional time for teachers to collaboratively plan standards-based lessons and instructional delivery which will help them identify critical information in the standards and develop mental models of what the students need to know, understand and be able to do as a result of instruction aligned to the full intent of the standards.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Straughan, Marlene, straughanm@lake.k12.fl.us

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

The quality of lesson planning and delivery will be used to determine the effectiveness of this strategy. The desired effect is that the following will be culturally embedded: Florida Standards implementation, rigorous tasks and assessments, higher order questioning, and consistent and pervasive high-yield instructional strategies utilized. Effectiveness will also be evident according to teacher TEAM evaluations.

Strategy: Extended School Day

Minutes added to school year: 1,500

STEM Club (Science, Technology, Engineering, and Math) Grades 3-5

Strategy Rationale

To enrich student learning via project-based learning (both short-term and on-going) that integrates STEM curriculum with writing. Students will be selected from the club to participate in the LCS district STEM competition.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dillow, Melissa , dillowm@lake.k12.fl.us

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

Two data sets will be used to determine the effectiveness of the strategy: (1) performance in STEM competition and (2) student performance on FCAT Science.

Strategy: After School Program

Minutes added to school year: 8,160

Extended Learning Care (ELC) Homework Help

Strategy Rationale

To provide an additional hour 4 days a week of help with homework, I-Station, iReady, and AR (Accelerated Reader) to support core instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Straughan, Marlene, straughanm@lake.k12.fl.us

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

Student achievement on the Florida Standards Assessments in April will determine the effectiveness of the program.

Strategy: Before School Program

Minutes added to school year: 3,360

School-Based Morning Tutoring Program in Computer Lab utilizing Rosetta Stone, I-Station and iReady programs.

Strategy Rationale

The purpose of this program is to address the needs of our ELL students in grades one through five, and our bottom-quartile students in grades 3, 4, and 5. Eligibility for the program is based upon the following student performance data: previous FSA scores, iReady and I-Station data, and classroom coursework. Priority is given to students scoring Levels 1 or 2 on the previous year's FSA. The program runs four days a week for 30 minutes before school.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dooley, Tom, dooleym@lake.k12.fl.us

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

Data is collected from multiple sources to determine the effectiveness of the morning computer lab program. I-Ready, provides the curricular focus. Each program generates individual student performance reports detailing mastery of assigned skills. Mastery must be achieved prior to a student moving on to the next skill. Teacher generated assessments are also used to check for student understanding. Rosetta Stone reports are reviewed periodically. This helps to identify which students are learning, which students need more help, and how to stay on track. The students in grades four and five will be tracked for growth on the Florida Standards Assessments.

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.

(1) Voluntary Preschool (VPK) is offered during the regular school year to assist in readiness skills for Kindergarten. Triangle offers one full day Pre-K funded half by Title 1 and half by LCS VPK program. The county PLAY Center helps identify, set up services, and refer students to Triangle for early intervention in ESE Pre-K. Our community is also provided with VPK summer services through the county at a nearby location. ESE articulation meetings are held for transitions from Pre-K to Kindergarten and from fifth grade to middle school. Student records are reviewed with receiving middle school to ensure smooth transition.

To assist our fifth grade students with the transition to the middle school, teachers and students visit the receiving schools for an orientation to the campus, curriculum, and expectations.

(2) Triangle Elementary offers "Kindergarten Round Up" in the spring to orient and provide parents and students with information regarding curriculum, services, schedules, and special events. Triangle

also provides a school based Kindergarten Readiness Screener which is administered before the start of school, and FLKRS (Florida Kindergarten Readiness Screener) is administered within the first 30 days of Kindergarten to determine readiness skills and to assess current programs for preschoolers.

(3) 5th to 6th grade Standard Promotion Criteria: report card grades (grades reported to reflect Florida Standards mastery for all 5th grade content areas), pass Reading, Language Arts, Math, Science and Social Studies. Alternative Promotion Considerations: committee recommendation, with the principal making the final determination, based on student performance in all grade level specific content area Florida Standards and

a) Previous retentions b) English Language Learner (ELL) c) ESE Status d) 504 Status e) Progress Monitoring Status f) Health Status g) Alternative Assessment Scores.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** With high expectations, Triangle Elementary will use intervention and enrichment strategies to meet the needs of all students across each content area.
- G2.** With high expectations, Triangle Elementary will provide standards-based instruction and ensure authentic literacy where students are reading, writing, thinking and talking daily.
- G3.** With high expectations, Triangle Elementary will create a culture that ensures a safe and equitable learning environment 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. With high expectations, Triangle Elementary will use intervention and enrichment strategies to meet the needs of all students across each content area. 1a

G097941

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	62.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use and lack of teacher knowledge about available resources for utilizing intervention and enrichment strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- Strategic Intervention Specialist
- Before/After school tutoring (SAI Funds)
- ESE inclusion teachers
- ELL Assistant
- Academic Tutors
- Mentoring Minds
- Science Boot Camp
- SIPPS

Plan to Monitor Progress Toward G1. 8

Progress monitoring data on all students will be collected and disaggregated

Person Responsible

Tom Dooley

Schedule

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

Evidence of Completion

EWS, IPI and classroom learning walks data will be monitored for student engagement and needs will be assessed during PLC and leadership team meetings. An administrative schedule to observe classrooms to collect data/evident will also be utilized.

G2. With high expectations, Triangle Elementary will provide standards-based instruction and ensure authentic literacy where students are reading, writing, thinking and talking daily. 1a

G097942

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	62.0
Math Achievement District Assessment	62.0
Science Achievement District Assessment	62.0

Targeted Barriers to Achieving the Goal 3

- Time constraints during common planning.
- Lack of knowledge on how to create opportunities to ensure students are reading, writing, thinking and talking daily.
- Inconsistent use and lack of teacher knowledge to differentiate standards-based lessons in all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum Blueprints
- Test Item Specifications
- CPalms
- Schoology
- Funding for Substitutes
- FSA practice tests to familiarize students with online tools and question types.
- Region 1 Team
- Learning Walk Tool
- Professional Development (PD)
- Best Practices Book

Plan to Monitor Progress Toward G2. 8

Leadership team will analyze and discuss assessment data during leadership meetings and teacher data chats to maintain focus on school improvement efforts. Team will also collaborate with the Region 1 team on a consistent basis.

Person Responsible

Tom Dooley

Schedule

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

Evidence of Completion

Schedule of data chats and minutes from meetings. Data will be collected and analyzed from the following sources: iReady, LCS Science benchmark, DecisionEd EWS, and FSA.

G3. With high expectations, Triangle Elementary will create a culture that ensures a safe and equitable learning environment for all students. 1a

G097943

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	5.0

Targeted Barriers to Achieving the Goal 3

- A lack of consistency in following school-wide strategies for behavior management.
- Staffs' lack of knowledge of strategies to meet the needs of students of low-socioeconomic status.
- Absence of school norms that clearly articulate appropriate social interactions between students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Training on implementation of Standard Operating Procedures (SOPs), "Engaging Students With Poverty in Mind", "The Growth Mindset Coach", and "Mindset"
- Second Step social-emotional lessons
- Class Dojo
- Manatee Money/Manatee Market
- LEAPS
- Manatee Mentors
- After school laundry program
- Suspension Reduction Plan
- Triangle Elementary Attendance Plan

Plan to Monitor Progress Toward G3. 8

Classroom data and Decision Ed EWS data will be collected and reviewed throughout the year.

Person Responsible

Deborah Hartog

Schedule

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

Evidence of Completion

A decrease in referrals on the Decision Ed EWS data will be used to monitor our progress towards the goal.

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. With high expectations, Triangle Elementary will use intervention and enrichment strategies to meet the needs of all students across each content area. **1**

 G097941

G1.B1 Inconsistent use and lack of teacher knowledge about available resources for utilizing intervention and enrichment strategies **2**

 B263320

G1.B1.S1 We will utilize our strategic intervention specialist and team members to push-in to classroom across the content area to support teachers and students in the use of intervention and enrichment strategies. **4**

 S278879

Strategy Rationale

If we monitor and support intervention and enrichment strategies, then we will meet the needs to all students across each content area.

Action Step 1 **5**

Create and establish a schedule for the strategic intervention team to push in to classrooms across the content area

Person Responsible

Tom Dooley

Schedule

Daily, from 8/14/2017 to 5/18/2018

Evidence of Completion

Data will be collected and disaggregated on students to assist with needed intervention and enrichment

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

Strategic Intervention Team will support teachers and students on intervention and enrichment strategies.

Person Responsible

Tom Dooley

Schedule

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

Evidence of Completion

Intervention team will provide schedule and provide data collected during classroom visits. An administrative schedule to observe classrooms to collect data/evident will also be utilized.

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

Strategic Intervention team will push in to support students across the content area on a daily basis and use intervention/enrichment strategies in collaboration with classroom teachers.

Person Responsible

Tom Dooley

Schedule

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

Evidence of Completion

EWS data, IPI data, classroom learning walks. An administrative schedule to observe classrooms to collect data/evident will also be utilized.

G2. With high expectations, Triangle Elementary will provide standards-based instruction and ensure authentic literacy where students are reading, writing, thinking and talking daily. 1

G097942

G2.B1 Time constraints during common planning. 2

B263321

G2.B1.S1 Teachers will be provided a minimum of three additional planning days for common planning.

4

S278880

Strategy Rationale

If additional time is provided for strategic planning, then teachers will provide high quality learning experiences for all students.

Action Step 1 5

Substitutes will be provided for grade levels to plan collaboratively three additional days throughout the school year. Teachers will leave with specific deliverables of what students need to know, understand and be able to do and will be applied to lesson plans aligned to the full intent of the standards.

Person Responsible

Marlene Straughan

Schedule

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

Evidence of Completion

An agenda will be followed to assist in structuring the planning time. Teachers will plan a unit for ELA and Math and document in lesson plans. Coaches will document using planning template.

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

Instructional coaches will support teachers on collaborative planning days.

Person Responsible

Whitney Frazier

Schedule

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

Evidence of Completion

Coaches will collect common planning notes from teachers and look for evidence of implementation in lesson plans.

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

Leadership team will conduct weekly classroom learning walks to measure the impact of common planning on quality instruction utilizing identified look-fors such as student engagement, instruction aligned to the full intent of the standard, high-quality questions, and constructive feedback. Learning Walk Tool will be utilized for all learning walks. Looks-fors also include students reading, writing, thinking and talking with authentic literacy while in class.

Person Responsible

Deborah Hartog


Schedule

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

Evidence of Completion

Classroom learning walks data will be collected, graphed and shared at the weekly leadership team meetings and shared with teachers. Areas in need of additional support will be addressed based on this data.

G2.B2 Lack of knowledge on how to create opportunities to ensure students are reading, writing, thinking and talking daily. 2

 B263322

G2.B2.S1 Triangle will develop a school culture which supports differentiated instruction and authentic literacy, meeting the needs of all students. 4

 S278881

Strategy Rationale

If authentic literacy, ensuring students are reading, writing, thinking and talking daily is implemented with a focus, then Triangle Elementary will provide an environment where students and teachers work together to meet individual instructional needs, create high expectations, and improve student behavior.

Action Step 1 5

Provide professional development to assist with implementation of our collective commitment of authentic literacy, with a focus on building school culture by using Standard Operating Procedures in the classroom.

Person Responsible

Deborah Hartog

Schedule

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

Evidence of Completion

PLC sign-in sheets

Action Step 2 5

Leadership Team and teachers will collaborate with Region 1 Team to build an understanding of the impact authentic literacy will have on the students in the classroom.

Person Responsible

Deborah Hartog

Schedule

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

Evidence of Completion

Schedule of meetings

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

Learning Walk Tool

Person Responsible

Deborah Hartog

Schedule

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

Evidence of Completion

Google Drive classroom learning walk template

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

Leadership team will conduct weekly classroom learning walks.

Person Responsible

Deborah Hartog


Schedule

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

Evidence of Completion

Classroom walk-through schedule and data collected supporting implementation of Standard Operating Procedures.

G2.B3 Inconsistent use and lack of teacher knowledge to differentiate standards-based lessons in all content areas. **2**

 B263323

G2.B3.S1 During common planning, teachers will determine best practices to differentiate and deliver standards-based lessons. **4**

 S278882

Strategy Rationale

If teachers are provided with the opportunity to collaboratively develop standards-based lessons and plan for differentiated instructional strategies, then they can deliver instruction aligned to the full intent of the standards and increase student achievement.

Action Step 1 **5**

Leadership will facilitate weekly common planning with each grade level.

Person Responsible

Marlene Straughan

Schedule

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

Evidence of Completion

Schedule of common planning for each grade level and completed planning template.

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

Instructional coaches will create a schedule to attend and support grade level common planning sessions.

Person Responsible

Marlene Straughan

Schedule

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

Evidence of Completion

Coaches will collect common planning notes from teachers and look for evidence of implementation in lesson plans.

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

Leadership Team will conduct classroom learning walks

Person Responsible

Deborah Hartog

Schedule

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

Evidence of Completion

Google Drive will be utilized to document data which will be reviewed during weekly leadership meetings.

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

Leadership Team will conduct classroom learning walks measuring the impact of common planning on increasing differentiation in the classroom.

Person Responsible

Deborah Hartog

Schedule

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

Evidence of Completion

Classroom learning walks data will be collected and shared at the weekly leadership team meetings and shared with teachers. Teachers in need of additional support will be addressed based on this data. PLC's will be planned according to the need.

G3. With high expectations, Triangle Elementary will create a culture that ensures a safe and equitable learning environment for all students. 1

G097943

G3.B1 A lack of consistency in following school-wide strategies for behavior management. 2

B263325

G3.B1.S1 School-wide implementation of standard operating procedures for classroom expectations. 4

S278883

Strategy Rationale

If standard operating procedures are implemented in every classroom, then behavior will improve school-wide.

Action Step 1 5

Triangle Elementary will implement Standard Operating Procedures (SOP's) in every classroom with student input to establish ownership and responsibility.

Person Responsible

Deborah Hartog

Schedule

Daily, from 9/5/2017 to 5/18/2018

Evidence of Completion

Classroom walk-throughs will document use of SOP's in classrooms.

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

Professional development will be provided to teachers on Standard Operating Procedures.

Person Responsible

Deborah Hartog

Schedule

On 5/18/2018

Evidence of Completion

Teachers will post SOP's in classroom, sample SOPs, and sign-in sheets documenting attendance in professional development.

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

Classroom walk-throughs will be conducted weekly and use of SOPs will be documented.

Person Responsible

Deborah Hartog

Schedule

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

Evidence of Completion

Use of SOPs will be documented on classroom learning walks and the data will be shared at the weekly leadership meetings.

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

Classroom learning walks will be conducted and use of Standard Operating Procedures will be documented.

Person Responsible

Deborah Hartog

Schedule


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

Evidence of Completion

Classroom data documenting teachers' use of SOPs and Decision Ed Early Warning Signs data documenting decrease in referrals.

G3.B2 Staffs' lack of knowledge of strategies to meet the needs of students of low-socioeconomic status.

2

 B263326

G3.B2.S1 Facilitate book study using "Mindset" by Carol S. Dweck, PhD. 4

 S278884

Strategy Rationale

If teachers utilize the strategies presented in "Mindset" by Carol S. Dweck, then students will be more engaged in learning and their achievement will improve.

Action Step 1 5

Schedule times to facilitate group discussion of strategies provided in the text and implement strategies in classroom instruction.

Person Responsible

Rhonda Boston

Schedule

Monthly, from 10/30/2017 to 5/1/2018

Evidence of Completion

Schedule, PowerPoint, and discussion response sheet

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

Ensure there is scheduled time to discuss strategies in book and require teachers to document implemented strategies in discussion response sheets.

Person Responsible

Rhonda Boston

Schedule

Monthly, from 10/30/2017 to 5/18/2018

Evidence of Completion

Schedule and discussion response sheets will be collected by administration. Classroom learning walks data will provide evidence of student engagement and strategies used.

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

Leadership team will conduct classroom learning walks looking for student engagement.

Person Responsible

Christina Textor


Schedule

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

Evidence of Completion

Classroom learning walks data will be monitored for student engagement and needs will be addressed during PLC.

G3.B3 Absence of school norms that clearly articulate appropriate social interactions between students. **2**

 B263327

G3.B3.S1 School-wide implementation of weekly social lessons utilizing Second Step Social program.

4

 S278885

Strategy Rationale

If we provide lessons in social skills for our students and set school-wide expectations, then the students will be able to interact appropriately in everyday situations.

Action Step 1 **5**

Weekly social-emotional lessons will be taught in the classroom and reinforced on daily school news.

Person Responsible

Linda McGuire

Schedule

Weekly, from 10/30/2017 to 5/18/2018

Evidence of Completion

Lessons will be documented in teachers' lesson plans.

Action Step 2 **5**

Teachers and staff will recognize students for following Triangle's expectations and exhibiting appropriate social interactions with other students. Students will be given Manatee Bucks to spend in the Manatee Market.

Person Responsible

Christina Textor

Schedule

Daily, from 8/10/2017 to 5/18/2018

Evidence of Completion

The manatee bucks will be spent in the manatee market and the total spent will be documented.

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

Lesson plans will be monitored for documentation of social-emotional lessons taught.

Person Responsible

Deborah Hartog

Schedule

Weekly, from 10/30/2017 to 5/18/2018

Evidence of Completion

Lesson plans will be available for review.

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

DecisionEd EWS data will be reviewed quarterly and discussed during data meetings.

Person Responsible

Deborah Hartog















Schedule

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















Evidence of Completion

Reduction in referrals/suspensions on DecisionEd EWS reports.

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.A1  A375771	Schedule times to facilitate group discussion of strategies provided in the text and implement...	Boston, Rhonda	10/30/2017	Schedule, PowerPoint, and discussion response sheet	5/1/2018 monthly
G1.MA1  M406143	Progress monitoring data on all students will be collected and disaggregated	Dooley, Tom	8/4/2017	EWS, IPI and classroom learning walks data will be monitored for student engagement and needs will be assessed during PLC and leadership team meetings. An administrative schedule to observe classrooms to collect data/evident will also be utilized.	5/18/2018 daily
G2.MA1  M406151	Leadership team will analyze and discuss assessment data during leadership meetings and teacher...	Dooley, Tom	9/5/2017	Schedule of data chats and minutes from meetings. Data will be collected and analyzed from the following sources: iReady, LCS Science benchmark, DecisionEd EWS, and FSA.	5/18/2018 monthly
G3.MA1  M406159	Classroom data and Decision Ed EWS data will be collected and reviewed throughout the year.	Hartog, Deborah	9/5/2017	A decrease in referrals on the Decision Ed EWS data will be used to monitor our progress towards the goal.	5/18/2018 weekly
G1.B1.S1.MA1  M406141	Strategic Intervention team will push in to support students across the content area on a daily...	Dooley, Tom	8/4/2017	EWS data, IPI data, classroom learning walks. An administrative schedule to observe classrooms to collect data/ evident will also be utilized.	5/18/2018 daily
G1.B1.S1.MA1  M406142	Strategic Intervention Team will support teachers and students on intervention and enrichment...	Dooley, Tom	8/4/2017	Intervention team will provide schedule and provide data collected during classroom visits. An administrative schedule to observe classrooms to collect data/evident will also be utilized.	5/18/2018 daily
G1.B1.S1.A1  A375765	Create and establish a schedule for the strategic intervention team to push in to classrooms across...	Dooley, Tom	8/14/2017	Data will be collected and disaggregated on students to assist with needed intervention and enrichment	5/18/2018 daily
G2.B1.S1.MA1  M406144	Leadership team will conduct weekly classroom learning walks to measure the impact of common...	Hartog, Deborah	9/5/2017	Classroom learning walks data will be collected, graphed and shared at the weekly leadership team meetings and shared with teachers. Areas in need of additional support will be addressed based on this data.	5/18/2018 weekly
G2.B1.S1.MA1  M406145	Instructional coaches will support teachers on collaborative planning days.	Frazier, Whitney	9/5/2017	Coaches will collect common planning notes from teachers and look for evidence of implementation in lesson plans.	5/18/2018 quarterly
G2.B1.S1.A1  A375766	Substitutes will be provided for grade levels to plan collaboratively three additional days...	Straughan, Marlene	9/5/2017	An agenda will be followed to assist in structuring the planning time. Teachers will plan a unit for ELA and Math and document in lesson plans. Coaches will document using planning template.	5/18/2018 quarterly
G2.B2.S1.MA1  M406146	Leadership team will conduct weekly classroom learning walks.	Hartog, Deborah	9/5/2017	Classroom walk-through schedule and data collected supporting implementation of Standard Operating Procedures.	5/18/2018 weekly
G2.B2.S1.MA1  M406147	Learning Walk Tool	Hartog, Deborah	9/5/2017	Google Drive classroom learning walk template	5/18/2018 weekly
G2.B2.S1.A1  A375767	Provide professional development to assist with implementation of our collective commitment of...	Hartog, Deborah	9/5/2017	PLC sign-in sheets	5/18/2018 quarterly
G2.B2.S1.A2  A375768	Leadership Team and teachers will collaborate with Region 1 Team to build an understanding of the...	Hartog, Deborah	9/5/2017	Schedule of meetings	5/18/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1  M406148	Leadership Team will conduct classroom learning walks measuring the impact of common planning on...	Hartog, Deborah	9/5/2017	Classroom learning walks data will be collected and shared at the weekly leadership team meetings and shared with teachers. Teachers in need of additional support will be addressed based on this data. PLC's will be planned according to the need.	5/18/2018 weekly
G2.B3.S1.MA1  M406149	Instructional coaches will create a schedule to attend and support grade level common planning...	Straughan, Marlene	9/5/2017	Coaches will collect common planning notes from teachers and look for evidence of implementation in lesson plans.	5/18/2018 weekly
G2.B3.S1.MA2  M406150	Leadership Team will conduct classroom learning walks	Hartog, Deborah	9/5/2017	Google Drive will be utilized to document data which will be reviewed during weekly leadership meetings.	5/18/2018 weekly
G2.B3.S1.A1  A375769	Leadership will facilitate weekly common planning with each grade level.	Straughan, Marlene	9/5/2017	Schedule of common planning for each grade level and completed planning template.	5/18/2018 weekly
G3.B1.S1.MA1  M406152	Classroom learning walks will be conducted and use of Standard Operating Procedures will be...	Hartog, Deborah	9/5/2017	Classroom data documenting teachers' use of SOPs and Decision Ed Early Warning Signs data documenting decrease in referrals.	5/18/2018 weekly
G3.B1.S1.MA1  M406153	Professional development will be provided to teachers on Standard Operating Procedures.	Hartog, Deborah	10/4/2017	Teachers will post SOP's in classroom, sample SOPs, and sign-in sheets documenting attendance in professional development.	5/18/2018 one-time
G3.B1.S1.MA2  M406154	Classroom walk-throughs will be conducted weekly and use of SOPs will be documented.	Hartog, Deborah	9/5/2017	Use of SOPs will be documented on classroom learning walks and the data will be shared at the weekly leadership meetings.	5/18/2018 weekly
G3.B1.S1.A1  A375770	Triangle Elementary will implement Standard Operating Procedures (SOP's) in every classroom with...	Hartog, Deborah	9/5/2017	Classroom walk-throughs will document use of SOP's in classrooms.	5/18/2018 daily
G3.B2.S1.MA1  M406155	Leadership team will conduct classroom learning walks looking for student engagement.	Textor, Christina	9/5/2017	Classroom learning walks data will be monitored for student engagement and needs will be addressed during PLC.	5/18/2018 weekly
G3.B2.S1.MA1  M406156	Ensure there is scheduled time to discuss strategies in book and require teachers to document...	Boston, Rhonda	10/30/2017	Schedule and discussion response sheets will be collected by administration. Classroom learning walks data will provide evidence of student engagement and strategies used.	5/18/2018 monthly
G3.B3.S1.MA1  M406157	DecisionEd EWS data will be reviewed quarterly and discussed during data meetings.	Hartog, Deborah	9/5/2017	Reduction in referrals/suspensions on DecisionEd EWS reports.	5/18/2018 quarterly
G3.B3.S1.MA1  M406158	Lesson plans will be monitored for documentation of social-emotional lessons taught.	Hartog, Deborah	10/30/2017	Lesson plans will be available for review.	5/18/2018 weekly
G3.B3.S1.A1  A375772	Weekly social-emotional lessons will be taught in the classroom and reinforced on daily school...	McGuire, Linda	10/30/2017	Lessons will be documented in teachers' lesson plans.	5/18/2018 weekly
G3.B3.S1.A2  A375773	Teachers and staff will recognize students for following Triangle's expectations and exhibiting...	Textor, Christina	8/10/2017	The manatee bucks will be spent in the manatee market and the total spent will be documented.	5/18/2018 daily

V. Professional Development Opportunities

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

G1. With high expectations, Triangle Elementary will use intervention and enrichment strategies to meet the needs of all students across each content area.

G1.B1 Inconsistent use and lack of teacher knowledge about available resources for utilizing intervention and enrichment strategies

G1.B1.S1 We will utilize our strategic intervention specialist and team members to push-in to classroom across the content area to support teachers and students in the use of intervention and enrichment strategies.

PD Opportunity 1

Create and establish a schedule for the strategic intervention team to push in to classrooms across the content area

Facilitator

Tom Dooley

Participants

Teacher assistants, ESE inclusion teachers, ELL assistant, instructional coaches, classroom teachers, administration

Schedule

Daily, from 8/14/2017 to 5/18/2018

G2. With high expectations, Triangle Elementary will provide standards-based instruction and ensure authentic literacy where students are reading, writing, thinking and talking daily.

G2.B1 Time constraints during common planning.

G2.B1.S1 Teachers will be provided a minimum of three additional planning days for common planning.

PD Opportunity 1

Substitutes will be provided for grade levels to plan collaboratively three additional days throughout the school year. Teachers will leave with specific deliverables of what students need to know, understand and be able to do and will be applied to lesson plans aligned to the full intent of the standards.

Facilitator

Whitney Frazier, Melissa Dillow

Participants

Grade level teachers

Schedule

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

G2.B2 Lack of knowledge on how to create opportunities to ensure students are reading, writing, thinking and talking daily.

G2.B2.S1 Triangle will develop a school culture which supports differentiated instruction and authentic literacy, meeting the needs of all students.

PD Opportunity 1

Provide professional development to assist with implementation of our collective commitment of authentic literacy, with a focus on building school culture by using Standard Operating Procedures in the classroom.

Facilitator

Whitney Frazier

Participants

Triangle Elementary teachers

Schedule

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

PD Opportunity 2

Leadership Team and teachers will collaborate with Region 1 Team to build an understanding of the impact authentic literacy will have on the students in the classroom.

Facilitator

Region 1 Team

Participants

Triangle Elementary Teachers, TRES Leadership Team

Schedule

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

G3. With high expectations, Triangle Elementary will create a culture that ensures a safe and equitable learning environment for all students.

G3.B1 A lack of consistency in following school-wide strategies for behavior management.

G3.B1.S1 School-wide implementation of standard operating procedures for classroom expectations.

PD Opportunity 1

Triangle Elementary will implement Standard Operating Procedures (SOP's) in every classroom with student input to establish ownership and responsibility.

Facilitator

Alexandra Bolivar

Participants

All Triangle Teachers

Schedule

Daily, from 9/5/2017 to 5/18/2018

G3.B2 Staffs' lack of knowledge of strategies to meet the needs of students of low-socioeconomic status.

G3.B2.S1 Facilitate book study using "Mindset" by Carol S. Dweck, PhD.

PD Opportunity 1

Schedule times to facilitate group discussion of strategies provided in the text and implement strategies in classroom instruction.

Facilitator

Rhonda Boston/Deborah Hartog

Participants

Triangle Elementary Teachers

Schedule

Monthly, from 10/30/2017 to 5/1/2018

G3.B3 Absence of school norms that clearly articulate appropriate social interactions between students.

G3.B3.S1 School-wide implementation of weekly social lessons utilizing Second Step Social program.

PD Opportunity 1

Weekly social-emotional lessons will be taught in the classroom and reinforced on daily school news.

Facilitator

Reshonda Scott, Dean

Participants

Triangle Elementary Teachers

Schedule

Weekly, from 10/30/2017 to 5/18/2018

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 and establish a schedule for the strategic intervention team to push in to classrooms across the content area				\$7,004.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - Triangle Elementary School	Other		\$7,004.00
			Notes: SAI funds for before/after school tutoring by teacher assistants to help with intervention/enrichment strategies.			
2	G2.B1.S1.A1	Substitutes will be provided for grade levels to plan collaboratively three additional days throughout the school year. Teachers will leave with specific deliverables of what students need to know, understand and be able to do and will be applied to lesson plans aligned to the full intent of the standards.				\$3,535.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - Triangle Elementary School	Other Federal		\$3,535.00
			Notes: Notes District Collaborative Funds			
3	G2.B2.S1.A1	Provide professional development to assist with implementation of our collective commitment of authentic literacy, with a focus on building school culture by using Standard Operating Procedures in the classroom.				\$0.00
4	G2.B2.S1.A2	Leadership Team and teachers will collaborate with Region 1 Team to build an understanding of the impact authentic literacy will have on the students in the classroom.				\$0.00
5	G2.B3.S1.A1	Leadership will facilitate weekly common planning with each grade level.				\$0.00
6	G3.B1.S1.A1	Triangle Elementary will implement Standard Operating Procedures (SOP's) in every classroom with student input to establish ownership and responsibility.				\$0.00
7	G3.B2.S1.A1	Schedule times to facilitate group discussion of strategies provided in the text and implement strategies in classroom instruction.				\$0.00
8	G3.B3.S1.A1	Weekly social-emotional lessons will be taught in the classroom and reinforced on daily school news.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - Triangle Elementary School	Title I, Part A		\$2,500.00
			Notes: Notes			
9	G3.B3.S1.A2	Teachers and staff will recognize students for following Triangle's expectations and exhibiting appropriate social interactions with other students. Students will be given Manatee Bucks to spend in the Manatee Market.				\$1,200.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - Triangle Elementary School	Other		\$1,200.00
			<i>Notes: Notes Mount Dora Trust Grant</i>			
Total:						\$14,239.00