

Orange County Public Schools

# Ivey Lane Elementary



2017-18 Schoolwide Improvement Plan

## Ivey Lane Elementary

209 SILVERTON ST, Orlando, FL 32811

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	D	F*	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 Orange County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 Ivey Lane Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

To be the top producer of successful students in the nation

#### 2. School Environment

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

Ivey Lane has many opportunities outside of the classroom for students and teachers to build relationships. There are many evening events planned such as spooky science night and literacy night where families are invited to participate in activities at the school. At the end of the year, Ivey Lane participates in a large multicultural event that highlights all the different cultures of both the students and staff.

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

Before school, all the students enter through the cafeteria where they are greeted with "Good Morning" and friendly smiles from several staff members. There is a routine in the cafeteria for students eating breakfast as well as students waiting for class to begin. While in school, teachers provide a safe learning environment with routines in place to make students feel successful. While at lunch and special area, there are structure in place that keep students safe and give them the opportunity to socialize in an organized manner. After school, students are escorted to their dismissal location where they are greeted by staff members with a "Have a great day" or "See you tomorrow".

##### 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.

Teachers and staff were trained during pre-planning on our schoolwide behavior plan. School rules and if/then consequence charts are posted in every classroom, as well as in the hallways and all common areas. Teachers have their own management system in the classroom, but the consequences are consistent throughout the campus. There are positive rewards for those who show positive character traits such as Crusader Bucks. Crusader Bucks are given to individual students, at any time, by any staff member for showing positive character traits throughout the day. The Crusader Bucks are used at least once a month in our school store. Crusader Bucks are also given to classes for showing positive character traits while at lunch. When they earn a certain amount, they are rewarded for their accomplishment with a celebration. Additionally, there are Student of the Month celebrations and perfect attendance monthly celebrations.

##### 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.

Our Dean has group discussions with identified students as often as needed. If there is a higher need than our Dean is capable of handling, she refers students to outside services. Ivey Lane also has two mentoring groups: Ladies of Excellence and Young Men of Integrity. They are led by staff members who meet with the students monthly to discuss etiquette, college and career goals, hygiene, etc. They will have a celebration at the end of the year at a high school.

### 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.

Ivey Lane has weekly progress monitoring meetings where students' progress in all areas is discussed.

Immediate interventions are put into place or updated as a result of the meetings. The early warning indicators are attendance below 90 percent, one or more suspensions, course failure in ELA or Math, and Level 1 on statewide assessments.

#### 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	17	13	11	16	5	4	0	0	0	0	0	0	0	66
One or more suspensions	14	13	9	24	21	8	0	0	0	0	0	0	0	89
Course failure in ELA or Math	8	1	8	4	6	8	0	0	0	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	23	29	13	0	0	0	0	0	0	0	65

##### 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	8	5	7	21	16	12	0	0	0	0	0	0	0	69

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

Identified students will be invited to after school tutoring beginning in September and going through March. It will be three days a week. Also, all students will be invited to Extended Media beginning in September and continuing through March. Saturday school will be offered to students in K-5. Instruction in ELA, Math and Science will be taught using common core curriculum. Finally, there will be Crusaders Clubs in the morning, which provide specified areas of instruction for identified students. Crusaders Clubs will meet five days a week, every week of school, for 45 minutes each day. Tier II intervention services will be provided five days per week for 30 minutes. Reading and math interventions will be providing extra instruction while pushing in to classrooms.

### 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/493296>.

**2. Description**

A PIP has been uploaded for this school or district - see the link above.

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

Ivey Lane established a Parent/Teacher Association, School Advisory Committee, Partners in Education and Parental Involvement Coordinator position. So far, Ivey Lane had backpacks and school supplies donated for all of our students. We will send home newsletters and share them with our community members to ensure family and community awareness and involvement.

**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
Ivory, Wendy	Principal
McQueen-McNealy, Carmen	Instructional Coach
Montijo, Melissa	Dean
Jones, Patricia	Instructional Coach
Davis, Shanica	Instructional Coach
Davis, Samuel	Assistant Principal
Mcnamee , Stephanie	Instructional Coach
Gibson , Tiffany	Teacher, PreK
Briggs, Rachel	Instructional Coach
Burnham, Deanna	Other
McMillion, Vanessa	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 Principal and Assistant Principal will ensure a safe learning environment, monitor all student data, ensure instructional best practices and coach teachers to perform to the best of their

ability.

The Curriculum Resource Teacher (CRT) will provide, and adjust as necessary, all intervention/enrichment curriculum to teachers. The CRT will also provide professional development for teachers as needed.

The Reading and Math/Science Coach will provide support to teachers through the coaching cycle. The Dean will provide a school wide behavior plan to ensure a safe learning environment, as well as support the teachers with classroom management.

The Intervention Specialists will provide targeted direct instruction to identified groups of students daily.

The coaches, Intervention Specialists and CRT will also serve as liaisons for grade levels.

The VE Teacher/Staffing Specialist will lead the MTSS process to ensure success for the identified students and will set up meetings and complete necessary compliance paperwork.

**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.**

The Principal formed a Leadership Team to monitor student growth, improve teaching strategies and implement best practices within the classroom.

The Leadership Team is:

Assistant Principal - works with Principal to ensure a safe learning environment, monitor all student data, ensure instructional best practices and coach teachers to perform to the best of their ability  
CRT- head of professional development, textbook manager, testing coordinator, ATS, Coaching Liaison

Math/Science Coach - provides best practices, models lessons, and guides instruction for K-5 teachers

Reading Coach - provides best practices, models lessons, and guides instruction for K-5 teachers

Intervention Specialists - meet with students in 3-5 and provide data driven direct instruction

VE Teacher/Staffing Specialist - Guides teachers through MTSS process, intervention support

Dean - instills school wide behavior plan, holds counseling groups for identified students to help with social/emotional needs, sets up an organized routine in cafeteria, and ensures positive feedback for all students through positive behavior rewards

The Principal will hold weekly data meetings to discuss progress of all students. All members of the Leadership Team will be present to give feedback or help implement interventions as needed. Data collected from these meetings will be used to drive Tier I and tutoring instruction and adjust intervention plans.

Title I funds are used for staff development, instructional books and materials, parental involvement activities, tutoring, staffing for one Pre-Kindergarten teacher and paraprofessional, and technology.

Title II funds are used for staff development activities that are designed to improve student achievement and instruction.

Title III funds are used to provide support for the ELL population in grades K-5. Services, instructional materials and other resources are provided through the district office to provide equal opportunities to all students.

The Homeless Education Program, headed by the Dean through the McKinney Vento Act provides services to our students who are classified as homeless. When parents register their children for school, they complete the OCPS Housing Questionnaire. The school counselor and parent coordinator are the contacts for this program and ensure parents are aware of services available to families.

Supplemental Academic Instruction (SAI), headed by the CRT, are used to provide free tutoring for students who scored Level I and Level II on FSA. The tutoring focuses on Math and Science. FSA Saturday tutoring in grades 3-5 is also provided by SAI funds.

The Dean teaches social skills and character education to targeted students. A school wide discipline program is being implemented with fidelity.

Ivey Lane offers breakfast and lunch programs that are in compliance with the USDA Breakfast and Lunch Program. Supper is offered to students in all after school programs. Nutrition and health lessons are taught by the PE teachers. Ivey Lane has one full time VPK classroom.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Brittany Jacobs	Teacher
Carlos Rios	Education Support Employee
Wendy Ivory	Principal
Melissa Montijo	Teacher
Carmen McNealy	Teacher

### 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 met in May 2017 to discuss the SIP from the 2016-2017 school year. They discussed areas that were successful and areas of need.

##### b. Development of this school improvement plan

The SAC met in May 2017 to discuss areas that needed improvement. They based their decisions on school data including academic, parental involvement, morning and afternoon procedures, community involvement, and computer programs.

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

The SAC will meet in March/April for a half day planning session to discuss the upcoming school year plans with the budget.

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

The SAC receives limited funds, that was used to purchase supplemental writing materials for K-5.

#### 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
Ivory, Wendy	Principal
McQueen-McNealy, Carmen	Instructional Coach
Davis, Shanica	Instructional Coach
Jones, Patricia	Instructional Coach
Gibson , Tiffany	Instructional Coach
Mcnamee , Stephanie	Instructional Coach
Davis, Samuel	Assistant Principal

**b. Duties**

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

The Literacy Leadership Team will provide training in the continued implementation of Florida's ELA standards, rigor, and increased focus on use of informational text with higher complexity/lexile levels. They will explore and provide resources incorporating reading and writing both in the classroom and for families. They will involve families and their students through Literacy Night, content curriculum nights and STEM connections. They will promote the Reading Counts program to increase reading skills in students in order to achieve fluency and reading comprehension. They will also implement an SSYRA program to encourage our students to read.

**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.**

Teachers were given the opportunity before pre-planning to plan as a team. The Principal shared expectations for common planning and assessments. Teachers will use the collaboration site to share lesson ideas, manage ideas, and promote best practices with their team. Grade levels have liaisons who are trained in the common planning process and who follow the vision and mission of the school. The liaisons lead planning meetings, and support teachers to ensure academic success of all students.

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

We actively network with colleagues and work with our district office to recruit highly qualified teachers. New teachers are paired with veteran teachers, team leaders, and instructional coaches who will provide mentoring and support.

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

The purpose of the program is to provide support and professional growth for new and growing teachers. The goals of this program are to:

- assist in refining and extending the instructional skills of new teachers to ensure students' success
- enhance professional relationships through common planning

- retain new teachers

Mentor teachers are chosen based on their teaching expertise, ability to work with others, knowledge and responsibility.

Mentors and mentees will meet weekly or more frequently, if needed, to plan, discuss school and district policies, and work on best teaching practices.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

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

#### b. Instructional Strategies

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

All classes will take 'beginning of the year' assessments, as directed by the Principal and Assistant Principal, and results will be disaggregated at our first data meeting. The data collected from that meeting and every other data meeting will be used to drive core instruction, small groups, intervention groups, tutoring, and morning Buzz clubs. For example, if the data reveals that some students are mastering the standards consistently, lessons will be created to challenge those students with more rigorous tasks and assignments. In the same manner, we will employ differentiation for those students who do not meet proficiency levels on the standards taught by regrouping them into small groups.

**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:** Before School Program

**Minutes added to school year:** 8,100

Crusaders Clubs will be 45 minutes a day, 5 days a week of direct instruction. They will be for identified students in the areas of math, reading, and science.

**Strategy Rationale**

Identified students will have direct instruction daily on a specific standard in which they may need extra support. In turn, students who need enrichment will have time to explore standards through projects and literature groups. All groups will provide an opportunity for students to enhance their knowledge in the standards and increase student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Davis, Samuel, samuel.davis2@ocps.net

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

Every academic Crusaders Club will monitor student attendance. In addition, data from common assessments, mini benchmarks, and computer based programs will be disaggregated throughout the length of the program.

**Strategy:** After School Program

**Minutes added to school year:** 6,000

After school tutoring will be offered two days per week for 120 minutes each day. Identified students in 3rd-5th grade will be divided into groups according to need. The groups will be adjusted as data is collected.

**Strategy Rationale**

After school tutoring will provide specific instruction on focus skills in math and science.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

McQueen-McNealy, Carmen, carmen.mcnealy@ocps.net

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

Mini assessments based on a focus skill.

**Strategy:** Weekend Program

**Minutes added to school year:** 6,480

Four hours of instructional time will be added to the week on Saturdays for 22 weeks beginning in September.

**Strategy Rationale**

Students receive standards-based, direct instruction from certified teachers in reading, math and science.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

McQueen-McNealy, Carmen, carmen.mcnealy@ocps.net

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

Mini assessments based on a focus skill.

**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.**

Ivey Lane's VPK teacher currently makes home visits to establish relationships between home and school. Incoming kindergarten students from local day care programs are given the opportunity to visit Ivey Lane in the Spring. Meet the Teacher is held before school starts so that students can meet their teacher and get acquainted with their classroom and school surroundings Middle Schools field trips are done to prepare outgoing 5th grade students for secondary. 5th grade students meet with feeder middle school guidance counselors to help with schedules and classes of interest.

**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.**

Ivey Lane encourages college and career awareness within our school culture. In the hallways, there are

pennants representing different colleges from around the country. Staff members are encouraged to wear a college shirt of their choice each Friday. All classrooms have discussions and/or projects giving students opportunities to learn about different careers and how they affect our everyday lives.

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

Instruction incorporates a variety of nonfiction texts to teach students about community, world, and history to expand their knowledge of careers and technical fields.

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

We ensure that all students leave with foundational skills that will lead to academic success in the future.

**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.** Student achievement will increase when teachers plan and execute scaffolded, rigorous, standards-based lessons that include cognitively complex tasks. (Accelerate Student Performance, Narrow Achievement Gaps, & Ensure Career and College Readiness)
  
- G2.** Teachers will learn to utilize the concepts of MTSS in order to drive instruction based on thorough examination of data to help increase student achievement. (Accelerate Student Performance, Narrow Achievement Gaps, & Ensure Career and College Readiness).

## 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.** Student achievement will increase when teachers plan and execute scaffolded, rigorous, standards-based lessons that include cognitively complex tasks. (Accelerate Student Performance, Narrow Achievement Gaps, & Ensure Career and College Readiness) 1a

G098243

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
FSA Mathematics Achievement	65.0
FSA ELA Achievement	50.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	84.0
Math Gains	65.0
Math Lowest 25% Gains	75.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack the understanding of standards-based instructional strategies and understanding of the Marzano Framework.

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

- Professional Development
- Modeling through the coaching cycle
- Peer observations
- Mentors
- Team Leaders
- Instructional Coaches
- CRM and DOE resources
- Core curriculum

**Plan to Monitor Progress Toward G1.** 8

Analyze student data by class, grade level, and school to determine specific teacher effectiveness.

**Person Responsible**

Samuel Davis

**Schedule**

Weekly, from 9/7/2017 to 5/31/2018

**Evidence of Completion**

Data meeting documentation, data spreadsheets, implementation of next steps

**G2.** Teachers will learn to utilize the concepts of MTSS in order to drive instruction based on thorough examination of data to help increase student achievement. (Accelerate Student Performance, Narrow Achievement Gaps, & Ensure Career and College Readiness). 1a

G098244

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	65.0
ELA/Reading Gains	65.0
FCAT 2.0 Science Proficiency	50.0
ELA/Reading Lowest 25% Gains	84.0
Math Gains	80.0
Math Lowest 25% Gains	75.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack the skills and need assistance to fully implement the MTSS framework and to provide interventions by differentiating instruction for tiered students.

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

- Professional Development
- MTSS Coach
- Research-based instructional and intervention materials
- Student achievement data: standards based assessments, oral reading fluency assessments, and mini-assessment data used within the MTSS framework.

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

Administration will monitor progress of students within each tier.

**Person Responsible**

Wendy Ivory

**Schedule**

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

**Evidence of Completion**

Collection and review of school wide data and MTSS data

## 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.** Student achievement will increase when teachers plan and execute scaffolded, rigorous, standards-based lessons that include cognitively complex tasks. (Accelerate Student Performance, Narrow Achievement Gaps, & Ensure Career and College Readiness) **1**

 G098243

**G1.B1** Teachers lack the understanding of standards-based instructional strategies and understanding of the Marzano Framework. **2**

 B264291

**G1.B1.S1** Facilitate professional development on the Florida State Standards and the Marzano Framework. **4**

 S279943

### Strategy Rationale

The professional development along with common planning will provide support in planning for rigorous, standards-based instruction.

### Action Step 1 **5**

Develop and implement professional development prioritizing the new Florida State Standards and the Marzano Framework.

#### **Person Responsible**

Carmen McQueen-McNealy

#### **Schedule**

Weekly, from 9/18/2017 to 5/23/2018

#### **Evidence of Completion**

Planning agenda, minutes of weekly meetings, lesson plans

### Action Step 2 **5**

Provide opportunities for classroom observations using the Marzano Framework.

#### **Person Responsible**

Wendy Ivory

#### **Schedule**

Monthly, from 9/7/2017 to 5/24/2018

#### **Evidence of Completion**

Observation discussion notes and feedback provided to teachers through instructional rounds

### Action Step 3 5

Provide actionable feedback to teachers on standards-based instruction, and send in coaching assistance when needed.

**Person Responsible**

Wendy Ivory

**Schedule**

Weekly, from 9/7/2017 to 5/31/2018

**Evidence of Completion**

Informal and formal observations within iObservation

### Action Step 4 5

Academic coaches will provide coaching support to teachers who struggle with implementing standards-based instruction.

**Person Responsible**

Samuel Davis

**Schedule**

Weekly, from 9/14/2017 to 5/31/2018

**Evidence of Completion**

Coaching log describing completion of coaching cycle, informal observations from administrators

### Action Step 5 5

Grade level liaisons will facilitate common planning with grade level teams, deconstructing standards and planning units of instruction using the required templates and resources that are designed to help teachers plan and execute engaging, standards-based lessons.

**Person Responsible**

Carmen McQueen-McNealy

**Schedule**

Daily, from 8/24/2017 to 5/31/2018

**Evidence of Completion**

Common planning templates and individual lesson plans completed

**Action Step 6** 5

Utilization of District Professional Learning Communities

**Person Responsible**

Wendy Ivory

**Schedule**

Quarterly, from 9/14/2017 to 5/31/2018

**Evidence of Completion**

Provide authentic feedback to common planning based on information brought back from DPLC

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

Classroom walk-throughs with documented teacher feedback and teacher observation data recorded in iObservation

**Person Responsible**

Wendy Ivory

**Schedule**

Daily, from 9/7/2017 to 5/30/2018

**Evidence of Completion**

Lesson plans containing appropriate and increased use of Webb's DOK thinking levels and intentionally planned use of Marzano's Design Questions 3 and 4, and data from classroom walk-throughs and observations.

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

Analyze student data (FSA, i-Ready, SRI, mini-assessments, Go Math, etc.) by class to determine specific teacher effectiveness.

**Person Responsible**

Samuel Davis

**Schedule**

Weekly, from 9/7/2017 to 5/30/2018

**Evidence of Completion**

Student data and iObservation data show a correlation to increased student achievement.

**G1.B1.S2** Collaborative planning time to analyze the rigor of student activities. Coaches will attend collaborative planning meetings, conduct coaching observations and provide actionable feedback **4**

 S279944

### **Strategy Rationale**

As teachers increase their capacity to create and examine rigorous student activities, student achievement will increase.

### **Action Step 1** **5**

BiWeekly Team Collaboration time to create common assessments, review data and make instructional decisions

#### **Person Responsible**

Samuel Davis

#### **Schedule**

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

#### **Evidence of Completion**

Lesson Plan, Data mtg agenda and common planning notes

### **Action Step 2** **5**

Weekly leadership team meetings in which the team discusses teacher observations, feedback, and action steps needed.

#### **Person Responsible**

Samuel Davis

#### **Schedule**

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

#### **Evidence of Completion**

Leadership meeting agenda

**Action Step 3** 5

Utilization of District Professional Learning Community

**Person Responsible**

Wendy Ivory

**Schedule**

Every 2 Months, from 9/11/2017 to 5/31/2018

***Evidence of Completion***

Relevant feedback during common planning based on principles of DPLC

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

Leadership team meetings with agenda items addressing the action plan steps

**Person Responsible**

Samuel Davis

**Schedule**

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

***Evidence of Completion***

Agenda and summary of meetings, lesson plan feedback and observation feedback

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

Student evidence, common assessments and data tracking sheets

**Person Responsible**

Samuel Davis

**Schedule**

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

***Evidence of Completion***

Student evidence, common assessments and data sheets

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

Review of student achievement data

**Person Responsible**

Samuel Davis

**Schedule**

Monthly, from 9/18/2017 to 5/31/2018

***Evidence of Completion***

Monthly data review to monitor progress of all students.

**G2.** Teachers will learn to utilize the concepts of MTSS in order to drive instruction based on thorough examination of data to help increase student achievement. (Accelerate Student Performance, Narrow Achievement Gaps, & Ensure Career and College Readiness). 1

G098244

**G2.B1** Teachers lack the skills and need assistance to fully implement the MTSS framework and to provide interventions by differentiating instruction for tiered students. 2

B264294

**G2.B1.S1** Conduct bi-weekly data meetings using the MTSS framework and data from assessments such as i-Ready, FSA, SRI, mini-assessments, and Go Math to review students' needs and check in on the prescribed interventions. 4

S279946

### Strategy Rationale

Teachers need to implement the MTSS framework to align prescribed interventions to students' needs. Closely monitoring students' progress will allow for appropriate interventions to quickly be put in place and adjusted to increase student achievement.

### Action Step 1 5

Identify Tier 1, Tier 2, and Tier 3 students for academics.

#### Person Responsible

Wendy Ivory

#### Schedule

On 8/31/2017

#### Evidence of Completion

List of students

### Action Step 2 5

Build teachers' knowledge of the MTSS framework through professional development focusing on identified students.

#### Person Responsible

Wendy Ivory

#### Schedule

Monthly, from 9/7/2017 to 5/30/2018

#### Evidence of Completion

Agendas, sign-in sheets

**Action Step 3** 5

Leadership team will facilitate bi-weekly MTSS meetings to help teachers move students through the MTSS process and implement interventions based on students' needs.

**Person Responsible**

Wendy Ivory

**Schedule**

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

**Evidence of Completion**

sign in sheets, child study and MTSS meeting minutes

**Action Step 4** 5

Coaches and Intervention teachers will provide interventions based on prescribed student needs.

**Person Responsible**

Wendy Ivory

**Schedule**

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

**Evidence of Completion**

Lesson plans, student data collection

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

Coaches and administration will conduct walk throughs to monitor interventions.

**Person Responsible**

Wendy Ivory

**Schedule**

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

**Evidence of Completion**

iObservation reports, observation notes

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

Coaches and administration will monitor lesson plans for interventions.

**Person Responsible**

Wendy Ivory

**Schedule**

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

***Evidence of Completion***

Lesson plans, lesson plan feedback

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

Meet with teacher teams to review students in MTSS tiers and MTSS process completion.

**Person Responsible**

Wendy Ivory

**Schedule**

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

***Evidence of Completion***

MTSS data, bi-weekly data meeting notes

**G2.B1.S2** Provide professional development to teachers on the MTSS framework. 4

S279947

**Strategy Rationale**

Providing professional development on the MTSS framework will increase teachers' capacity for instruction.

**Action Step 1** 5

Train teachers how to analyze multiple sources of student data and use it to drive instruction.

**Person Responsible**

Samuel Davis

**Schedule**

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

**Evidence of Completion**

Professional development agenda

**Action Step 2** 5

Meet with teachers every three weeks to discuss their students' progress and determine if changes are needed for the instructional strategy or focus skill.

**Person Responsible**

Samuel Davis

**Schedule**

Every 3 Weeks, from 9/14/2017 to 5/31/2018

**Evidence of Completion**

MTSS meeting log; MTSS list of interventions; MTSS data graphs

**Action Step 3** 5

Provide individual assistance to teachers within the classroom to observe instructional strategies and students' response.

**Person Responsible**

Samuel Davis

**Schedule**

Monthly, from 9/18/2017 to 5/31/2018

***Evidence of Completion***

Observation notes

**Action Step 4** 5

Provide resources to the teachers, as needed, for focused interventions or instructional strategies.

**Person Responsible**

Samuel Davis

**Schedule**

Every 3 Weeks, from 9/12/2017 to 5/31/2018

***Evidence of Completion***

MTSS list of interventions; MTSS change line in graphs

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

Administration will attend the training and observe.

**Person Responsible**

Samuel Davis

**Schedule**

Every 3 Weeks, from 9/11/2017 to 5/31/2018

***Evidence of Completion***

Training agenda, sign-in sheets, training notes

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

Administration will review MTSS documents and meeting notes.

**Person Responsible**

Samuel Davis

**Schedule**

Quarterly, from 9/11/2017 to 5/31/2018

**Evidence of Completion**

MTSS meeting notes; MTSS list of interventions; MTSS graphs

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

The administration will attend MTSS meetings to ensure that the framework is being effectively implemented

**Person Responsible**

Samuel Davis

**Schedule**

Every 3 Weeks, from 9/11/2017 to 5/31/2018

**Evidence of Completion**

Minutes from MTSS meetings

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

The administration will conduct classroom walk throughs to observe the MTSS framework in action.

**Person Responsible**

Samuel Davis

**Schedule**

Biweekly, from 9/18/2017 to 5/31/2018

**Evidence of Completion**

iObservation data

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G2.B1.S1.A1 A377380	Identify Tier 1, Tier 2, and Tier 3 students for academics.	Ivory, Wendy	8/31/2017	List of students	8/31/2017 one-time
G1.B1.S1.A1 A377371	Develop and implement professional development prioritizing the new Florida State Standards and...	McQueen-McNealy, Carmen	9/18/2017	Planning agenda, minutes of weekly meetings, lesson plans	5/23/2018 weekly
G1.B1.S1.A2 A377372	Provide opportunities for classroom observations using the Marzano Framework.	Ivory, Wendy	9/7/2017	Observation discussion notes and feedback provided to teachers through instructional rounds	5/24/2018 monthly
G1.B1.S1.MA1 M408450	Analyze student data (FSA, i-Ready, SRI, mini-assessments, Go Math, etc.) by class to determine...	Davis, Samuel	9/7/2017	Student data and iObservation data show a correlation to increased student achievement.	5/30/2018 weekly
G1.B1.S1.MA1 M408451	Classroom walk-throughs with documented teacher feedback and teacher observation data recorded in...	Ivory, Wendy	9/7/2017	Lesson plans containing appropriate and increased use of Webb's DOK thinking levels and intentionally planned use of Marzano's Design Questions 3 and 4, and data from classroom walk-throughs and observations.	5/30/2018 daily
G2.B1.S1.A2 A377381	Build teachers' knowledge of the MTSS framework through professional development focusing on...	Ivory, Wendy	9/7/2017	Agendas, sign-in sheets	5/30/2018 monthly
G1.MA1 M408455	Analyze student data by class, grade level, and school to determine specific teacher effectiveness.	Davis, Samuel	9/7/2017	Data meeting documentation, data spreadsheets, implementation of next steps	5/31/2018 weekly
G2.MA1 M408463	Administration will monitor progress of students within each tier.	Ivory, Wendy	8/31/2017	Collection and review of school wide data and MTSS data	5/31/2018 biweekly
G1.B1.S1.A3 A377373	Provide actionable feedback to teachers on standards-based instruction, and send in coaching...	Ivory, Wendy	9/7/2017	Informal and formal observations within iObservation	5/31/2018 weekly
G1.B1.S1.A4 A377374	Academic coaches will provide coaching support to teachers who struggle with implementing...	Davis, Samuel	9/14/2017	Coaching log describing completion of coaching cycle, informal observations from administrators	5/31/2018 weekly
G1.B1.S1.A5 A377375	Grade level liaisons will facilitate common planning with grade level teams, deconstructing...	McQueen-McNealy, Carmen	8/24/2017	Common planning templates and individual lesson plans completed	5/31/2018 daily
G1.B1.S1.A6 A377376	Utilization of District Professional Learning Communities	Ivory, Wendy	9/14/2017	Provide authentic feedback to common planning based on information brought back from DPLC	5/31/2018 quarterly
G2.B1.S1.MA1 M408456	Meet with teacher teams to review students in MTSS tiers and MTSS process completion.	Ivory, Wendy	8/31/2017	MTSS data, bi-weekly data meeting notes	5/31/2018 biweekly
G2.B1.S1.MA1 M408457	Coaches and administration will conduct walk throughs to monitor interventions.	Ivory, Wendy	8/31/2017	iObservation reports, observation notes	5/31/2018 weekly
G2.B1.S1.MA3 M408458	Coaches and administration will monitor lesson plans for interventions.	Ivory, Wendy	8/31/2017	Lesson plans, lesson plan feedback	5/31/2018 weekly
G2.B1.S1.A3 A377382	Leadership team will facilitate bi-weekly MTSS meetings to help teachers move students through the...	Ivory, Wendy	8/31/2017	sign in sheets, child study and MTSS meeting minutes	5/31/2018 biweekly
G2.B1.S1.A4 A377383	Coaches and Intervention teachers will provide interventions based on prescribed student needs.	Ivory, Wendy	8/31/2017	Lesson plans, student data collection	5/31/2018 daily
G1.B1.S2.MA1 M408452	Review of student achievement data	Davis, Samuel	9/18/2017	Monthly data review to monitor progress of all students.	5/31/2018 monthly

**Orange - 1421 - Ivey Lane Elementary - 2017-18 SIP**  
Ivey Lane Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1  M408453	Leadership team meetings with agenda items addressing the action plan steps	Davis, Samuel	8/31/2017	Agenda and summary of meetings, lesson plan feedback and observation feedback	5/31/2018 biweekly
G1.B1.S2.MA3  M408454	Student evidence, common assessments and data tracking sheets	Davis, Samuel	8/31/2017	Student evidence, common assessments and data sheets	5/31/2018 biweekly
G1.B1.S2.A1  A377377	BiWeekly Team Collaboration time to create common assessments, review data and make instructional...	Davis, Samuel	8/31/2017	Lesson Plan, Data mtg agenda and common planning notes	5/31/2018 biweekly
G1.B1.S2.A2  A377378	Weekly leadership team meetings in which the team discusses teacher observations, feedback, and...	Davis, Samuel	8/31/2017	Leadership meeting agenda	5/31/2018 weekly
G1.B1.S2.A3  A377379	Utilization of District Professional Learning Community	Ivory, Wendy	9/11/2017	Relevant feedback during common planning based on principles of DPLC	5/31/2018 every-2-months
G2.B1.S2.MA1  M408459	The administration will attend MTSS meetings to ensure that the framework is being effectively...	Davis, Samuel	9/11/2017	Minutes from MTSS meetings	5/31/2018 every-3-weeks
G2.B1.S2.MA4  M408460	The administration will conduct classroom walk throughs to observe the MTSS framework in action.	Davis, Samuel	9/18/2017	iObservation data	5/31/2018 biweekly
G2.B1.S2.MA1  M408461	Administration will attend the training and observe.	Davis, Samuel	9/11/2017	Training agenda, sign-in sheets, training notes	5/31/2018 every-3-weeks
G2.B1.S2.MA2  M408462	Administration will review MTSS documents and meeting notes.	Davis, Samuel	9/11/2017	MTSS meeting notes; MTSS list of interventions; MTSS graphs	5/31/2018 quarterly
G2.B1.S2.A1  A377384	Train teachers how to analyze multiple sources of student data and use it to drive instruction.	Davis, Samuel	8/31/2017	Professional development agenda	5/31/2018 quarterly
G2.B1.S2.A2  A377385	Meet with teachers every three weeks to discuss their students' progress and determine if changes...	Davis, Samuel	9/14/2017	MTSS meeting log; MTSS list of interventions; MTSS data graphs	5/31/2018 every-3-weeks
G2.B1.S2.A3  A377386	Provide individual assistance to teachers within the classroom to observe instructional strategies...	Davis, Samuel	9/18/2017	Observation notes	5/31/2018 monthly
G2.B1.S2.A4  A377387	Provide resources to the teachers, as needed, for focused interventions or instructional...	Davis, Samuel	9/12/2017	MTSS list of interventions; MTSS change line in graphs	5/31/2018 every-3-weeks

## V. Professional Development Opportunities

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

**G1.** Student achievement will increase when teachers plan and execute scaffolded, rigorous, standards-based lessons that include cognitively complex tasks. (Accelerate Student Performance, Narrow Achievement Gaps, & Ensure Career and College Readiness)

**G1.B1** Teachers lack the understanding of standards-based instructional strategies and understanding of the Marzano Framework.

**G1.B1.S1** Facilitate professional development on the Florida State Standards and the Marzano Framework.

### **PD Opportunity 1**

Develop and implement professional development prioritizing the new Florida State Standards and the Marzano Framework.

#### **Facilitator**

Carmen McNealy - CRT

#### **Participants**

Classroom Teachers

#### **Schedule**

Weekly, from 9/18/2017 to 5/23/2018

### **PD Opportunity 2**

Provide opportunities for classroom observations using the Marzano Framework.

#### **Facilitator**

Wendy Ivory - Principal

#### **Participants**

Classroom Teachers

#### **Schedule**

Monthly, from 9/7/2017 to 5/24/2018

### PD Opportunity 3

Grade level liaisons will facilitate common planning with grade level teams, deconstructing standards and planning units of instruction using the required templates and resources that are designed to help teachers plan and execute engaging, standards-based lessons.

#### Facilitator

Carmen McNealy - CRT

#### Participants

Classroom Teachers

#### Schedule

Daily, from 8/24/2017 to 5/31/2018

### PD Opportunity 4

Utilization of District Professional Learning Communities

#### Facilitator

Wendy Ivory and Selected Classroom Teachers

#### Participants

Instructional

#### Schedule

Quarterly, from 9/14/2017 to 5/31/2018

**G1.B1.S2** Collaborative planning time to analyze the rigor of student activities. Coaches will attend collaborative planning meetings, conduct coaching observations and provide actionable feedback

### PD Opportunity 1

BiWeekly Team Collaboration time to create common assessments, review data and make instructional decisions

#### Facilitator

Samuel Davis

#### Participants

Instructional

#### Schedule

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

## **PD Opportunity 2**

Weekly leadership team meetings in which the team discusses teacher observations, feedback, and action steps needed.

### **Facilitator**

Samuel Davis

### **Participants**

Instructional

### **Schedule**

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

## **PD Opportunity 3**

Utilization of District Professional Learning Community

### **Facilitator**

Wendy Ivory and Selected Classroom Teachers

### **Participants**

Instructional

### **Schedule**

Every 2 Months, from 9/11/2017 to 5/31/2018

**G2.** Teachers will learn to utilize the concepts of MTSS in order to drive instruction based on thorough examination of data to help increase student achievement. (Accelerate Student Performance, Narrow Achievement Gaps, & Ensure Career and College Readiness).

**G2.B1** Teachers lack the skills and need assistance to fully implement the MTSS framework and to provide interventions by differentiating instruction for tiered students.

**G2.B1.S1** Conduct bi-weekly data meetings using the MTSS framework and data from assessments such as i-Ready, FSA, SRI, mini-assessments, and Go Math to review students' needs and check in on the prescribed interventions.

### **PD Opportunity 1**

Build teachers' knowledge of the MTSS framework through professional development focusing on identified students.

#### **Facilitator**

Wendy Ivory

#### **Participants**

Classroom Teachers

#### **Schedule**

Monthly, from 9/7/2017 to 5/30/2018

**G2.B1.S2** Provide professional development to teachers on the MTSS framework.

### **PD Opportunity 1**

Train teachers how to analyze multiple sources of student data and use it to drive instruction.

#### **Facilitator**

Samuel Davis and Deanna Burnham

#### **Participants**

Instructional

#### **Schedule**

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

## PD Opportunity 2

Meet with teachers every three weeks to discuss their students' progress and determine if changes are needed for the instructional strategy or focus skill.

### Facilitator

Samuel Davis and Deanna Burnham

### Participants

Instructional

### Schedule

Every 3 Weeks, from 9/14/2017 to 5/31/2018

## PD Opportunity 3

Provide individual assistance to teachers within the classroom to observe instructional strategies and students' response.

### Facilitator

Samuel Davis and Deanna Burnham

### Participants

Instructional

### Schedule

Monthly, from 9/18/2017 to 5/31/2018

## PD Opportunity 4

Provide resources to the teachers, as needed, for focused interventions or instructional strategies.

### Facilitator

Samuel Davis and Deanna Burnham

### Participants

Instructional

### Schedule

Every 3 Weeks, from 9/12/2017 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	Develop and implement professional development prioritizing the new Florida State Standards and the Marzano Framework.				\$4,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	1421 - Ivey Lane Elementary	Title I, Part A		\$4,200.00
			<i>Notes: Substitute teachers will be provided for teachers to attend professional development for Design Questions 2, 3, and 4 of the Marzano framework.</i>			
2	G1.B1.S1.A2	Provide opportunities for classroom observations using the Marzano Framework.				\$4,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1421 - Ivey Lane Elementary			\$0.00
			1421 - Ivey Lane Elementary	Title I, Part A		\$4,200.00
			<i>Notes: Substitute teachers will be provided for teachers to attend professional development for Design Questions 2, 3, and 4 of the Marzano framework.</i>			
3	G1.B1.S1.A3	Provide actionable feedback to teachers on standards-based instruction, and send in coaching assistance when needed.				\$0.00
4	G1.B1.S1.A4	Academic coaches will provide coaching support to teachers who struggle with implementing standards-based instruction.				\$0.00
5	G1.B1.S1.A5	Grade level liaisons will facilitate common planning with grade level teams, deconstructing standards and planning units of instruction using the required templates and resources that are designed to help teachers plan and execute engaging, standards-based lessons.				\$0.00
6	G1.B1.S1.A6	Utilization of District Professional Learning Communities				\$0.00
7	G1.B1.S2.A1	BiWeekly Team Collaboration time to create common assessments, review data and make instructional decisions				\$0.00
8	G1.B1.S2.A2	Weekly leadership team meetings in which the team discusses teacher observations, feedback, and action steps needed.				\$0.00
9	G1.B1.S2.A3	Utilization of District Professional Learning Community				\$0.00
10	G2.B1.S1.A1	Identify Tier 1, Tier 2, and Tier 3 students for academics.				\$0.00
11	G2.B1.S1.A2	Build teachers' knowledge of the MTSS framework through professional development focusing on identified students.				\$0.00
12	G2.B1.S1.A3	Leadership team will facilitate bi-weekly MTSS meetings to help teachers move students through the MTSS process and implement interventions based on students' needs.				\$6,546.00

**Orange - 1421 - Ivey Lane Elementary - 2017-18 SIP**  
*Ivey Lane Elementary*

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1421 - Ivey Lane Elementary	General Fund		\$5,130.00
			<i>Notes: Social Skills Program</i>			
			1421 - Ivey Lane Elementary	Title I, Part A		\$1,416.00
			<i>Notes: Social Skills Program</i>			
13	G2.B1.S1.A4	<b>Coaches and Intervention teachers will provide interventions based on prescribed student needs.</b>				<b>\$0.00</b>
14	G2.B1.S2.A1	<b>Train teachers how to analyze multiple sources of student data and use it to drive instruction.</b>				<b>\$0.00</b>
15	G2.B1.S2.A2	<b>Meet with teachers every three weeks to discuss their students' progress and determine if changes are needed for the instructional strategy or focus skill.</b>				<b>\$0.00</b>
16	G2.B1.S2.A3	<b>Provide individual assistance to teachers within the classroom to observe instructional strategies and students' response.</b>				<b>\$0.00</b>
17	G2.B1.S2.A4	<b>Provide resources to the teachers, as needed, for focused interventions or instructional strategies.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$14,946.00</b>