

Alachua County Public Schools

William S. Talbot Elem School



2018-19 Schoolwide Improvement Plan

William S. Talbot Elem School

5701 NW 43RD ST, Gainesville, FL 32653

<https://www.sbac.edu/talbot>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

**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 was approved by the Alachua County School Board on 10/16/2018.

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.

2018-19 DA Category and Statuses for William S. Talbot Elem School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To teach children in a way that promotes academic growth and life-long learning within a safe environment, which recognizes the diversity of childrens' needs and abilities.

We are committed to the success of every student!

b. Provide the school's vision statement.

W. S. Talbot Elementary School strives for excellence by actively involving all students, parents, staff and the community in a safe, nurturing and respectful environment.

2. School Environment

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

Talbot's teachers and staff build relationships with students and families by making phone calls, home visits and welcoming families into our school. On the Friday before school begins, we host a "Meet the Teacher" event, where students and their families can visit the school, meet the teacher and see their classroom. After school begins, we hold our annual Open House. During Open House, teachers present information about class rules, procedures, and behavior and academic expectations. Teachers schedule conferences throughout the year. Special time is set aside during the fall semester for teachers to hold late afternoon and evening conferences to accommodate parents' varying schedules.

In addition, we have an evening International Fair where families (and some of Talbot's teachers) share information, photos, maps and foods relating to their culture.

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

Teachers and staff have assigned posts around our campus where students are safely monitored throughout the day. Patrols, faculty and staff welcome and greet families and students each morning and when leaving in the afternoon. We have a school-wide crisis plan that is reviewed with faculty and staff members at the beginning of the year. Each teacher reviews the emergency drill information with the students during the first week of school. We conduct monthly fire drills, at least two inclement weather drills, and two lock-down drills each year.

Volunteers are required to complete a district volunteer application before volunteering in classrooms or on field trips. These forms must be reviewed and approved by the volunteer coordinator.

Visitors and volunteers must enter through the main office. All other access points on campus are locked during the school day. Visitors must present a government-issued identification and receive a name-tag before entering the building. Our school is equipped with a security door that must be activated by the person at the front desk for anyone to access our main building.

A Gainesville Police Department officer serves as our School Resource Officer. The officer interacts with the students during lunch time, helps with morning and afternoon duty, attends parent meetings, conferences with students, and serves as a resource and support for the teachers and administrators.

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.

We believe that students have a right to an education with minimal distractions. A positive behavior system within each classroom is a common thread throughout our school. We have implemented Positive Behavior and Intervention Support (PBIS) Students and teachers model and discuss the school-wide expectations. The PBIS team developed four school-wide expectations. This common language is used throughout the school by all school personnel. These expectations, as well as classrooms rules and procedures and/or consequences and rewards are posted throughout the school and in classrooms for students to view. When off-task behavior is noted, teachers provide students with a warning. If the negative behavior continues, a time out may occur followed by a note or call home to the parent. Students with continuous or more serious behavior concerns may be referred to the Behavior Resource Teacher (BRT), Assistant Principal or Principal. Students who may need support in conflict resolution and/or peer relationships can work with the school counselor in small groups or on an individual basis as needed.

Training for improving student behavior or help with behavior management may be provided for teachers.

The PBS team meets monthly to review behavior data, assess the effective of the program, and make adjustments as needed.

When new students enroll at Talbot, they are provided with the school handbook, the school calendar, a copy of the district Student Code of Conduct and a parent guide. Individual teachers provide the students with information specific to their class regarding classroom rules and procedures and behavior expectations.

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.

Talbot ensures the social-emotional needs of students through peer mentors and counseling services. Our school counselors see students weekly through individual or group sessions.

Students who qualify are given food backpacks that are taken home on the weekends and returned. The school counselors are involved in helping homeless families with bus transportation to and from school as well as teaching classroom guidance lessons that cover academic social/emotional career awareness domains. As a school, we try to increase pro social behaviors with bullying prevention and the "No Name Calling" program. As a faculty, we also promote a time of "Giving" during the fall and winter holidays.

Teachers are using the Harmony social-emotional curriculum to present and discuss topics such as tolerance, diversity, and conflict resolution.

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.

We have a district-wide data system where information is housed. The district research department compiles reports as needed. During the school, we will have access to live student data via our district data system.

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	2	13	15	8	12	8	0	0	0	0	0	0	0	58
One or more suspensions	0	1	1	4	4	0	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	1	21	21	0	0	0	0	0	0	0	43
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

We employ the following interventions to improve the academic performance of students identified by the early warning system:

- Educational Planning Team meetings
- Positive Behavior meetings and support
- After-school tutoring
- Small-group differentiated instruction
- IXL Math
- Great Leaps
- IStation
- Smarty Ants
- Achieve 3000
- Title 1 intervention groups
- Social-emotional curriculum
- Tough Kids Tool Box
- Trauma Sensitive Schools training
- Climate Transformation Grant

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/654243>.

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.

The school principal spearheads the process of establishing and fostering business and community partnerships. She makes contacts with potential partners via personal phone calls and by visiting their establishments. In addition, she invites members of the community to serve on our School Advisory Council and solicits their help with providing donations of time and money. She also actively seeks opportunities for grants through these businesses and fosters relationships that are on-going. In addition, other support staff members such as the Assistant Principal, School Counselor and teacher leaders approach potential partners as well. Talbot Elementary has also forged a strong partnership with the Pine Ridge Community Center, a center dedicated to helping some of our students who are most in need of support. Teachers and staff provide information and support the community center volunteers to assist them in tutoring the students who attend the center's after school program.

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
Dell, Nannette	Principal
Linn, Valerie	School Counselor
Harris, Annie	Dean
Freedman, Sarah	Assistant Principal

b. Duties

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

The Principal, Assistant Principal, the Behavior Resource Teacher (BRT), and School Counselor comprise the school leadership team. The leadership team meets weekly to discuss curriculum, behavior and guidance programs, as well as student and teacher needs. The leadership team helps to monitor and support curriculum implementation. Members of the leadership team meet with grade level teams every six weeks to discuss data and make instructional decisions based on the data.

Talbot's principal serves as the instructional leader for the school. She oversees all curricular decisions. The school principal also observes and provides feedback to the teachers regarding effective instructional practices. She helps support a common vision for the use of data based decision making, ensures the school based team is implementing Rtl, coordinates and/or provides professional development, conducts classroom walk-throughs, participates in grade level data chat meetings and other grade level meetings, facilitates leadership team meetings and team leader meetings. The principal also communicates with parents regularly through email, phone messages, newsletters, and parent conferences to share information and to address concerns and questions.

Talbot's Assistant Principal provides curriculum support and training for teachers, provides assessment and data support, and serves as assessment coordinator. The Assistant Principal also provides behavior support and training for teachers, helps develop behavior interventions, monitors behavior data for individual students and school-wide behavior trends and supports the teachers in the PBIS program. The Assistant Principal also serves as the Healthy School Teams Chairperson. The Assistant principal also conducts classroom walk-throughs, teacher observations, and faculty and staff evaluations.

The School Counselors provide training and support in the RtI process annually and as needed, collaborates and consults with teachers, facilitates leadership meetings related to RtI, monitors scheduling of Educational Planning Team meetings, facilitates Educational Planning Team meetings, teaches students through classroom guidance lessons, is responsible for scheduling of ESE meetings and 504 meetings, and works with parents of students who have academic and/or social concerns. The School Counselors also oversee programs that support our families such as the food basket and holiday gift drives, Unity Day, and No-name Calling Day. Our full-time School Counselor is the chairperson for the Trauma Sensitive Schools team and is the ESE team leader.

The Behavior Resource Teacher (BRT) provides behavior support and training for students, teachers, and families, helps develop and implement behavior interventions, helps to implement and monitor the school-wide behavior plan, compiles and shares behavior data with the faculty. The BRT is the chairperson of the Positive Behavior Support team and facilitates monthly meetings with that team

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.

As a school, we strive to use data to drive instruction. In an effort to provide support, our leadership team meets on a regular basis (once per week on Mondays) to discuss individual students and their progress. In addition, teachers have an opportunity to review data on an on-going basis to determine the level of support needed for every child. Meetings occur at grade levels and across grade levels to determine how to best meet the needs of our population of students.

Title I - Talbot is now a Title 1 school. For the 2018-2019 school year, we will identify students in need of Title I services and work with families of those students as outlined in our Home-School Compact and Parent Involvement Plan.

Title II-Our district receives funds that enable us to support our educational programs through the purchase of technology. Technology helps increase learner engagement while exposing students to the technology they will need to be successful adults. In addition to technology, district coaches (technology coach and mentor coach) help support the instructional goals of our school.

Title III- Our district provides support through educational materials for our English Language Learners.

Title X- Our district's Homeless Coordinator serves as a liaison to the school as we work together to provide our homeless students with the resources they need.

Supplemental Academic Instruction- It is with this funding that we are able to provide our third graders who need remediation with an extended school year opportunity.

Violence Prevention Programs-Our district has adopted a zero tolerance to bullying initiative. Our school promotes this stance on a daily basis.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nannette Dell	Principal
Jared Lizak	Business/Community
Rusty Daugherty	Business/Community
John Alexander	Parent
Heather Greist	Teacher
Rebecca Raysin	Teacher
Andrea Godman	Education Support Employee
Elizabeth Kowalski	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

Each year, after test scores and school grades are released, the SAC meets to discuss the scores, school grade, and to review the previous School Improvement Plan. At that time, the SAC members discuss the effectiveness of the plan. The SAC members also provide input regarding strategies and ideas to include in the plan for the upcoming school year.

b. Development of this school improvement plan

The School Advisory Council helps with the creation and evaluation of the School Improvement Plan. In addition, they work closely with the principal to approve the expenditure of lottery funds and ensure they are tied to the School Improvement Plan. Through regularly scheduled meetings, the SAC contributes to the decision-making process of the school,

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

The budget and plan are prepared based on information from the previous year. Any expenditure from the lottery funds were approved by the School Advisory Committee. School advisory chair approved and signed off on the school budget.

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

Technology - \$805.00

Substitutes for curriculum planning - \$270.00

Curriculum - \$7,371.00

After-school tutoring - \$795.00

Staff Training - \$1000.00

12th month salary for Assistant Principal - \$6848.00

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
Dell, Nannette	Principal
Linn, Valerie	School Counselor
Rivera, Gina	Teacher, K-12
Raysin, Rebecca	Instructional Media
Dean, Kristen	Teacher, K-12
Davis, Jennifer	Teacher, K-12
Brooks, Jessica	Teacher, K-12
Harris, Mya	Teacher, K-12
Clemons, Kathy	Teacher, K-12
Freedman, Sarah	Assistant Principal

b. Duties

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

The Literacy Leadership Team consists of team leaders from each grade level. The LLT provides the leadership for reading initiatives throughout the school.

Team Leaders work with their teams to formulate plans for grade level presentations and activities related to reading and literacy. Students in grades three through five are encouraged and rewarded for reading Sunshine State Reader books. Students who reach their goal are recognized by the principal on the announcements. A party for all students who reach their goal is planned for the end of the year.

The Media Specialist shares information with the teachers about materials in the Media Center through a quarterly newsletter. The Media Specialist promotes reading throughout the day through her media classes. She develops monthly displays of themed books for student to review and checkout.

The committee also plans to focus on strengthening the home/school relationship. Members from the LLT will meet with staff and volunteers from a community center in one of our neighborhoods to provide guidance and materials for the students. We will provide literacy opportunities beyond the school day that foster the parent/child relationship in regards to reading.

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 meet weekly to collaborate with their respective teams. This time is set aside as uninterrupted time. Time is utilized to plan, brainstorm ideas, write lesson plans, and review data with the purpose of identifying trends. Every team has also developed a systematic plan for familiarizing themselves with the standards and test specifications for the new FSA. In addition, they are spending time looking at item specifications and refining their plans to best meet the needs of all students.

At least three times during the year, cross-grade planning time is scheduled so that teachers can plan and collaborate with team members from different grade levels.

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

Our district actively pursues qualified teacher applicants via job fairs and the use of our district website. In addition, we work to retain faculty by providing them with a variety of supports. Each beginning teacher is assigned a district mentor coach who works with them on a daily basis. In addition, the principal assigns an informal mentor, the team leader, to beginning and new teachers within the school. Our Leadership Team comprised of Principal, Assistant Principal, Behavior Resource Teacher, and Guidance Counselor provide daily support as well.

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

Our county provides district mentors to support our beginning teachers on a regular basis. In addition to meeting with beginning teachers, they provide active support in the classroom to provide feedback and model lessons. Our school also provides teachers with the opportunity to observe other teachers who teach the same grade level so they can observe best practices in action. In addition to the support provided by the district, our leadership team including Principal, Assistant Principal and School Counselor, and Team Leaders work to provide new teachers with the support they need on a regular basis.

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.

Our Principal and Assistant Principal attend monthly meetings to ensure that our programs, texts and materials are endorsed by our district. Our district has also provided the teachers with Instructional calendars and information which they can access through Canvas.

Collaborative team planning meetings are scheduled weekly. Cross-grade level planning meeting times are scheduled throughout the year for teachers to meet with peers from other teams to collaborate and plan.

On-site professional development opportunities are made available.

The school administrators regularly conduct classroom snapshot and observations to ensure the core programs and materials are aligned to Florida's standards.

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.

As a school, we are committed to using data as a critical piece of planning meaningful instruction. In an effort to provide support, our leadership team meets on a regular basis (once per week) to discuss individual students and their progress. In addition, teachers have an opportunity to review data on an on-going basis to determine the level of support needed for every child. Meetings occur at grade levels and across grade levels to determine how to best meet the needs of our population of students.

Students in our lowest quartile are placed on a progress monitoring plan (PMP). Within this plan, teachers list the areas of struggle and ways that they will work to help students become proficient. Also, a teacher may implement Response to Intervention (RTi) where she/he can differentiate their instruction by providing rigorous literacy or math stations and guided reading or math groups while focusing on specific needs for students.

Identified students receive support through the support facilitation model or pull-out resource model from trained and certified ESE teachers

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: 2,400

We will provide additional tutoring with a certified teacher two times a week for identified students.

Strategy Rationale

Providing extra time and targeted help for struggling students with core academic instruction will give students more time on task and help close the gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Freedman, Sarah, freedmsm@gm.sbac.edu

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

Teacher observation and data from classroom assessments, district assessments and from the computer based program, IStation will be used to determine the effectiveness of the strategy.

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.

In an effort to ensure a smooth transition from preschool to kindergarten, we will continue to provide a Kindergarten Round Up in the spring to disseminate information to parents and allow students to familiarize themselves with our building and setup. In addition, we will once again plan to offer a screening opportunity to aid in the placement of students.

Students in our ESE Pre-K classes visit Kindergarten classes near the end of the school year to familiarize themselves with the classroom, teachers, and routines.

Our goal is to achieve balanced classes. We will also continue to offer tours to families who will have children entering our school. For our students moving to middle school, opportunities exist for them to shadow at the middle school level and also attend Open House.

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.** We will raise the achievement in both ELA and Math for African American students, while increasing the proficiency level for all students.
- G2.** Increase the gains of the Lowest Quartile in both ELA and Math and increase Science Achievement.
- G3.** We will use on-going monitoring of student data to help drive instruction.
- G4.** We will reduce the number of out-of-school suspensions for African America students and all other sub-groups by at least 15 percent annually.

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. We will raise the achievement in both ELA and Math for African American students, while increasing the proficiency level for all students. 1a

G100728

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Black/African American	34.0
FSA Mathematics Achievement	80.0
FSA Math Achievement - Black/African American	44.0
FSA ELA Achievement	75.0
Statewide Science Assessment Achievement	76.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding different cultures
- Students lack prerequisite skills to master grade level standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Cultural Responsive Teaching
- Sanford Harmony Social/Emotional Curriculum
- Excellence Through Equity by Alan Blackstein and Pedro Noguera
- When Treating Kids the Same is a Real Problem by Dr. Lisa Williams
- IXL Math
- Florida Ready

Plan to Monitor Progress Toward G1. 8

Administration will meet with teams every six weeks to review district assessment data.

Person Responsible

Nannette Dell

Schedule

Every 6 Weeks, from 8/13/2018 to 5/30/2019

Evidence of Completion

District and state assessment data will be used. We will review State assessment data at the end of the year.

G2. Increase the gains of the Lowest Quartile in both ELA and Math and increase Science Achievement.

1a

G100729

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	60.0
Math Gains	80.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	54.0
FSA ELA Achievement	75.0
FSA Mathematics Achievement	80.0
Statewide Science Assessment Achievement	76.0

Targeted Barriers to Achieving the Goal 3

- Lack of time for instruction.
- Students lack the prerequisite skills needed for mastery of grade-level standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- IStation Reading and Math
- IXL Math
- CPalms
- Reading and math textbooks
- Sunshine Math
- Kagan Structures
- Ready Florida ELA
- Achieve 3000
- Smarty Ants

Plan to Monitor Progress Toward G2. 8

Student on-going progress monitoring (AIMS), weekly class assessment and FSA data will be reviewed.

Person Responsible

Nannette Dell

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

AIMS data, class assessment data and FSA scores

G3. We will use on-going monitoring of student data to help drive instruction. 1a

G100730

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA Mathematics Achievement	80.0
FCAT 2.0 Science Proficiency	76.0

Targeted Barriers to Achieving the Goal 3

- Understanding the data.
- Time to interpret data and plan for instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data Reports with ongoing progress monitoring data
- Weekly/Biweekly classroom assessments
- FSA data reports

Plan to Monitor Progress Toward G3. 8

We will review student data quarterly to determine if the students are making academic progress.

Person Responsible

Shannon Zvoch

Schedule

Every 6 Weeks, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student data reports

G4. We will reduce the number of out-of-school suspensions for African America students and all other sub-groups by at least 15 percent annually. 1a

G100731

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	7.0

Targeted Barriers to Achieving the Goal 3

- Students have experienced trauma that impacts their success in school.
- Understanding of different cultural groups and the challenges some families may face.
- Students need to be taught appropriate behavior.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Trauma Sensitive Training
- Classroom Guidance Lessons
- Harmony Program
- Positive Behavior Intervention Support (PBIS)
- Climate Transformation Grant

Plan to Monitor Progress Toward G4. 8

Faculty and administration will analyze suspension data and behavior challenges within the classroom, as well as ongoing academic progress monitoring tools.

Person Responsible

Annie Harris

Schedule

Every 6 Weeks, from 8/13/2018 to 5/31/2019

Evidence of Completion

Suspension, time-out data, AIMS assessment 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. We will raise the achievement in both ELA and Math for African American students, while increasing the proficiency level for all students. **1**

 **G100728**

G1.B1 Lack of understanding different cultures **2**

 **B271736**

G1.B1.S1 Teachers will have opportunities to develop professionally regarding Culturally Responsive Teaching strategies. **4**

 **S287693**

Strategy Rationale

Teachers need to understand and respect the varied cultures of the of whom they teach.

Action Step 1 **5**

Teachers will participate in a professional development opportunity focused on culturally responsive teaching methods.

Person Responsible

Nannette Dell

Schedule

On 11/7/2018

Evidence of Completion

A schedule will be created to provide culturally responsive professional development for our faculty.

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

Agenda and minutes from the meeting will be collected.

Person Responsible

Nannette Dell

Schedule

On 11/7/2018

Evidence of Completion

Agenda and minutes from meetings will be collected.

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

Administrators will conduct walk throughs and observations during teachers' instructional time.

Person Responsible

Nannette Dell

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Anecdotal notes from walk throughs.

G1.B1.S2 Principal and Assistant principal will participate on two book studies (Excellence Through Equity and When Treating Kids the Same is a Real Problem). 4

S287694

Strategy Rationale

We must understand why inequities exist in our schools and how to create a plan to include curriculum that will promote cultural understandings.

Action Step 1 5

Administrators will read a book, discuss it with our colleagues and share our learning with our faculty.

Person Responsible

Nannette Dell

Schedule

Monthly, from 10/25/2018 to 5/31/2019

Evidence of Completion

Administrators will keep journal notes on our readings as we journey through the study together.

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

Administrators will meet regularly with colleagues to discuss the book.

Person Responsible

Nannette Dell

Schedule

Monthly, from 11/7/2018 to 5/31/2019

Evidence of Completion

Meetings agendas.

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

Administrators will discuss and reflect on their readings.

Person Responsible

Nannette Dell

Schedule

Monthly, from 10/25/2018 to 5/31/2019

Evidence of Completion

Notes from principal and assistant principal meetings will be collected and discussed with leadership team.

G1.B2 Students lack prerequisite skills to master grade level standards. 2

 B271737

G1.B2.S1 Use small group differentiated instruction, Title 1 intervention groups, and the support facilitation model to provide more individualized instruction. 4

 S287695

Strategy Rationale

By using small group, differentiated instruction and intervention through Title 1, lessons can be tailored to individual needs indicated through on-going progress monitoring. By using the support facilitation model, students will receive ESE services while being included in the regular education classroom

Action Step 1 5

Students are identified using multiple sources of data including baseline data, AIMS, weekly test scores, IStation and FSA data.

Person Responsible

Shannon Zvoch

Schedule

On 8/31/2018

Evidence of Completion

Student assessment data

Action Step 2 5

Provide curriculum materials that are aligned to state standards.

Person Responsible

Nannette Dell


Schedule

Monthly, from 8/31/2018 to 5/31/2019


Evidence of Completion

Use of the materials will be reflected in lesson plans.

G2. Increase the gains of the Lowest Quartile in both ELA and Math and increase Science Achievement. 1

 G100729

G2.B1 Lack of time for instruction. 2

 B271738

G2.B1.S1 Provide after-school tutoring for targeted students. 4

 S287696

Strategy Rationale

Students who are struggling need extra time for instruction and practice.

Action Step 1 5

Invite selected students to attend after school tutoring sessions.

Person Responsible

Shannon Zvoch

Schedule

On 10/8/2018

Evidence of Completion

Copies of tutoring invitations

Action Step 2 5

Provide After School Tutoring to selected students (2 times per week)

Person Responsible

Shannon Zvoch

Schedule

Weekly, from 10/23/2018 to 4/12/2019

Evidence of Completion

Attendance sheets and lesson plans for after school tutoring

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

Attendance sheets for tutoring program will be collected. Academic data for students attending will be monitored.

Person Responsible

Nannette Dell

Schedule

Weekly, from 10/23/2018 to 4/12/2019

Evidence of Completion

Attendance sheets and student academic data.

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

Attendance will be monitored. Lessons will be monitored by administrators.

Person Responsible

Nannette Dell

Schedule

Weekly, from 10/23/2018 to 4/12/2019

Evidence of Completion

Student attendance and administrator snapshots

G2.B2 Students lack the prerequisite skills needed for mastery of grade-level standards. **2**

 B271739

G2.B2.S1 Use small group differentiated instruction, Title 1 intervention groups, and the support facilitation model to provide more individualized instruction. **4**

 S287697

Strategy Rationale

By using small group, differentiated instruction and intervention through Title 1, lessons can be tailored to individual needs indicated through on-going progress monitoring. By using the support facilitation model, students will receive ESE services while being included in the regular education classroom

Action Step 1 **5**

Students are identified using multiple sources of data including baseline data, AIMS, IStation data, and FSA scores.

Person Responsible

Shannon Zvoch

Schedule

On 8/13/2018

Evidence of Completion

Assessment data

Action Step 2 **5**

Students receive intervention during the school day through small group differentiated classroom instruction, Title 1 intervention groups or the support facilitation model

Person Responsible

Nannette Dell

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student schedules

Action Step 3 5

Teachers receive training in intervention programs used at the school.

Person Responsible

Sarah Freedman

Schedule

Monthly, from 9/26/2018 to 5/31/2019

Evidence of Completion

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

Administrators will conduct classroom snap shots to monitor use of small groups, differentiated instruction and support facilitation.

Person Responsible

Nannette Dell

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Classroom snap shot data reports

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

On-going progress monitoring results will be reviewed.

Person Responsible

Nannette Dell


Schedule

Every 6 Weeks, from 8/13/2018 to 5/31/2019

Evidence of Completion

AIMS, IStation, and classroom assessment data


G3. We will use on-going monitoring of student data to help drive instruction. 1

 G100730

G3.B1 Understanding the data. 2

 B271740

G3.B1.S1 Provided updated training regarding data reports for all teachers, and conduct data meeting every six weeks with each grade level. 4

 S287698

Strategy Rationale

Providing training will assist the teachers in understanding how to access the data reports, as well as how to interpret the data. The data meeting will provide the teachers with an opportunity to analyze and discuss data with team members and members of the leadership team

Action Step 1 5

Teacher representatives will provide training to the teachers during a faculty meeting on the use of School Spire and IStation data reports. The teachers will also provide on-going support.

Person Responsible

Nannette Dell

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Printed data reports

Action Step 2 5

Teachers will meet every six weeks with a member of the leadership team to analyze and review student data, and make instructional decisions based on this data.

Person Responsible

Nannette Dell

Schedule

Every 6 Weeks, from 8/13/2018 to 5/31/2019

Evidence of Completion

We will use teacher reflection sheets and student data reports as evidence of data driven instruction.

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

Teachers will utilize data during grade-level meetings, IEP meetings, and EPT meetings.

Person Responsible

Nannette Dell

Schedule

Every 6 Weeks, from 8/13/2018 to 5/31/2019

Evidence of Completion

Notes will be taken during the data meetings to review at each subsequent meeting. Data from each meeting will be added to data notebooks.

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

Members of the leadership team will attend data meetings and help interpret data, provide feedback and answer questions.

Person Responsible

Nannette Dell

Schedule

Every 6 Weeks, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data notebooks and data meeting minutes

G3.B2 Time to interpret data and plan for instruction. 2

 B271741

G3.B2.S1 Provide release time for teacher once each semester to meet as a team to analyze data and plan intervention lessons. 4

 S287699

Strategy Rationale

Teachers can exchange ideas and use data to plan effective intervention and enrichment lesson to meet the needs of all students.

Action Step 1 5

Teachers will be provided a half-day substitute once each semester so that teams can meet to analyze data and plan for instruction.

Person Responsible

Nannette Dell

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans

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

Administrators will attend meetings.

Person Responsible

Nannette Dell

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Team meeting notes

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

Teacher observation and feedback.

Person Responsible

Nannette Dell

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson Plans and teacher feedback.

G4. We will reduce the number of out-of-school suspensions for African America students and all other sub-groups by at least 15 percent annually. 1

 G100731

G4.B1 Students have experienced trauma that impacts their success in school. 2

 B271742

G4.B1.S1 Continue Trauma Sensitive School Improvement plan. 4

 S287700

Strategy Rationale

Teachers who have an understanding about how trauma affects students will engage in reflective practices and learn and implement new strategies.

Action Step 1 5

Hold Trauma Sensitive School Team meetings five times during the school year.

Person Responsible

Valerie Linn

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

Evidence of Completion

The team will keep detailed minutes of meetings.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Teachers will complete a survey after the trainings to gauge their understanding of the material and how they plan to use the information gained in their classrooms.

Person Responsible

Valerie Linn

Schedule

Semiannually, from 8/13/2018 to 5/31/2019

Evidence of Completion

Survey results will be collected.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Academic and behavior data will be reviewed, monitored and shared with faculty.

Person Responsible

Annie Harris

Schedule

Monthly, from 8/13/2018 to 5/31/2019


Evidence of Completion

AIMS assessment data, classroom assessment data, and behavior reports.

G4.B2 Understanding of different cultural groups and the challenges some families may face. **2**

 B271743

G4.B2.S1 Continue utilizing social-emotional learning activities in all classrooms. **4**

 S287701

Strategy Rationale

When student have the opportunity to participate in social-emotional learning, they learn to communicate, problem solve, develop relationships and appreciate diversity. These skills assist in building strong classroom communities and decreasing behavior issues.

Action Step 1 **5**

Utilize the Harmony Program (a social-emotional learning program).

Person Responsible

Nannette Dell

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Feedback from teachers, lesson plans and classroom snapshots

Plan to Monitor Fidelity of Implementation of G4.B2.S1 **6**

Teachers will provide feedback regarding the use of the Harmony program. Administrators will observe lesson in the classrooms.

Person Responsible

Nannette Dell

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Lesson plans, teacher feedback and observation notes

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Students will provide feedback about what they have learned through the program. Student behavior data will also be reviewed.

Person Responsible

Valerie Linn

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Student survey and behavior data

G4.B3 Students need to be taught appropriate behavior. **2**

 B271744

G4.B3.S1 Continue the Positive Behavior Intervention Support (PBIS) program with fidelity school-wide.

4

 S287703

Strategy Rationale

With the continuation of PBIS, students' positive behavior will increase and negative behavior will decrease resulting in more improved student engagement.

Action Step 1 **5**

The PBIS team will continue to monitor and revise the Positive Behavior Intervention Support plan and share information with the faculty and staff.

Person Responsible

Annie Harris

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Revised school-wide PBIS plan

Action Step 2 **5**

The faculty and staff will reward students for exhibiting positive behavior and following school-wide expectations through the use of Tiger Tickets. Students will use tickets to purchase items from the school store, or to participate in special school-wide events.

Person Responsible

Annie Harris

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

List of students participating in school-wide events

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

The Behavior Resource Teacher (BRT) will compile discipline data to share with the PBIS team.

Person Responsible

Annie Harris

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Office discipline forms and referrals, RtIB data, school store and event participation.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Data will be collected and shared with the faculty and PBIS team regularly. The team will meet monthly to obtain feedback from teachers and revise the plan if needed.

Person Responsible

Annie Harris

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Office discipline forms and referrals, RtIB data, school store and event participation.

G4.B3.S2 Implementation of a Mentor Program that will focus on students with Tier 2 and Tier 3 behaviors. 4

S287704

Strategy Rationale

This mentoring program will help create healthy and positive relationships between mentees and mentors which in turn builds community capacity, promote literacy skills, self-esteem, confidence and social appropriateness, and supports strength-based practices that build resiliency.

Action Step 1 5

Hold a meeting with mentors to create a weekly schedule

Person Responsible

Annie Harris

Schedule

On 8/10/2018

Evidence of Completion

Meeting agenda and notes

Action Step 2 5

Mentors will meet with mentees on a regular basis

Person Responsible

Annie Harris

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Mentor attendance sheets

Action Step 3 5

Administrators and PBS team members will meet with mentors to discuss progress and needs of students

Person Responsible

Annie Harris

Schedule

Monthly, from 8/13/2018 to 3/31/2019

Evidence of Completion

Meeting agendas and notes

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Monthly PBS Meetings will take place to monitor for fidelity.

Person Responsible

Annie Harris

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Minutes and sign in sheets from each meeting.

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

We will look at behavior data of our Top Tiered students and request feedback from classroom teachers.

Person Responsible

Annie Harris

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Behavior data from PCG will be studied by members of PBS teams. We will also discuss effectiveness with homeroom teachers.

V. Professional Development Opportunities

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

G1. We will raise the achievement in both ELA and Math for African American students, while increasing the proficiency level for all students.

G1.B1 Lack of understanding different cultures

G1.B1.S1 Teachers will have opportunities to develop professionally regarding Culturally Responsive Teaching strategies.

PD Opportunity 1

Teachers will participate in a professional development opportunity focused on culturally responsive teaching methods.

Facilitator

Valerie Freeman

Participants

Teachers

Schedule

On 11/7/2018

G1.B1.S2 Principal and Assistant principal will participate on two book studies (Excellence Through Equity and When Treating Kids the Same is a Real Problem).

PD Opportunity 1

Administrators will read a book, discuss it with our colleagues and share our learning with our faculty.

Facilitator

District Representative (Director of Educational Equity and Outreach)

Participants

Principals/Assistant Principals

Schedule

Monthly, from 10/25/2018 to 5/31/2019

G3. We will use on-going monitoring of student data to help drive instruction.

G3.B1 Understanding the data.

G3.B1.S1 Provided updated training regarding data reports for all teachers, and conduct data meeting every six weeks with each grade level.

PD Opportunity 1

Teacher representatives will provide training to the teachers during a faculty meeting on the use of School Spire and IStation data reports. The teachers will also provide on-going support.

Facilitator

Christina Cole, Sarah Freedman and Nannette Dell

Participants

All teachers

Schedule

Monthly, from 8/13/2018 to 5/31/2019

G4. We will reduce the number of out-of-school suspensions for African America students and all other sub-groups by at least 15 percent annually.

G4.B2 Understanding of different cultural groups and the challenges some families may face.

G4.B2.S1 Continue utilizing social-emotional learning activities in all classrooms.

PD Opportunity 1

Utilize the Harmony Program (a social-emotional learning program).

Facilitator

Nannette Dell, Valerie Linn and Harmony Online Support

Participants

All teachers

Schedule

Weekly, from 8/13/2018 to 5/31/2019

G4.B3 Students need to be taught appropriate behavior.

G4.B3.S1 Continue the Positive Behavior Intervention Support (PBIS) program with fidelity school-wide.

PD Opportunity 1

The PBIS team will continue to monitor and revise the Positive Behavior Intervention Support plan and share information with the faculty and staff.

Facilitator

PBIS Team

Participants

All faculty members

Schedule

Monthly, from 8/13/2018 to 5/31/2019

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	Teachers will participate in a professional development opportunity focused on culturally responsive teaching methods.				\$0.00
2	G1.B1.S2.A1	Administrators will read a book, discuss it with our colleagues and share our learning with our faculty.				\$0.00
3	G1.B2.S1.A1	Students are identified using multiple sources of data including baseline data, AIMS, weekly test scores, IStation and FSA data.				\$0.00
4	G1.B2.S1.A2	Provide curriculum materials that are aligned to state standards.				\$11,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0561 - William S. Talbot Elem School	Title, I Part A		\$11,000.00
Notes: Purchase Florida Ready LAFS and IXL Math						
5	G2.B1.S1.A1	Invite selected students to attend after school tutoring sessions.				\$0.00
6	G2.B1.S1.A2	Provide After School Tutoring to selected students (2 times per week)				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0561 - William S. Talbot Elem School	Title, I Part A		\$8,000.00
Notes: After School Tutoring						
7	G2.B2.S1.A1	Students are identified using multiple sources of data including baseline data, AIMS, IStation data, and FSA scores.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0561 - William S. Talbot Elem School	School Improvement Funds		\$250.00
Notes: Materials for training.						
8	G2.B2.S1.A2	Students receive intervention during the school day through small group differentiated classroom instruction, Title 1 intervention groups or the support facilitation model				\$122,265.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0561 - William S. Talbot Elem School	Title, I Part A		\$122,265.00
9	G2.B2.S1.A3	Teachers receive training in intervention programs used at the school.				\$0.00





















10	G3.B1.S1.A1	Teacher representatives will provide training to the teachers during a faculty meeting on the use of School Spire and IStation data reports. The teachers will also provide on-going support.				\$0.00
11	G3.B1.S1.A2	Teachers will meet every six weeks with a member of the leadership team to analyze and review student data, and make instructional decisions based on this data.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0561 - William S. Talbot Elem School	School Improvement Funds		\$2,000.00
12	G3.B2.S1.A1	Teachers will be provided a half-day substitute once each semester so that teams can meet to analyze data and plan for instruction.				\$4,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0561 - William S. Talbot Elem School	School Improvement Funds		\$4,400.00
			Notes: Teachers will be provided a half-day substitute to analyze data and plan for instruction			
13	G4.B1.S1.A1	Hold Trauma Sensitive School Team meetings five times during the school year.				\$0.00
14	G4.B2.S1.A1	Utilize the Harmony Program (a social-emotional learning program).				\$0.00
15	G4.B3.S1.A1	The PBIS team will continue to monitor and revise the Positive Behavior Intervention Support plan and share information with the faculty and staff.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0561 - William S. Talbot Elem School	School Improvement Funds		\$800.00
			Notes: Stipends for PBIS team to meet during the summer to revise the school-wide plan and make plans for the upcoming year.			
16	G4.B3.S1.A2	The faculty and staff will reward students for exhibiting positive behavior and following school-wide expectations through the use of Tiger Tickets. Students will use tickets to purchase items from the school store, or to participate in special school-wide events.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			0561 - William S. Talbot Elem School	School Improvement Funds		\$2,000.00
			Notes: Materials for school store, school-wide events.			
17	G4.B3.S2.A1	Hold a meeting with mentors to create a weekly schedule				\$0.00
18	G4.B3.S2.A2	Mentors will meet with mentees on a regular basis				\$0.00





Alachua - 0561 - William S. Talbot Elem School - 2018-19 SIP
William S. Talbot Elem School

19	G4.B3.S2.A3	Administrators and PBS team members will meet with mentors to discuss progress and needs of students	\$0.00
Total:			\$150,715.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G4.B3.S2.A1 A390233	Hold a meeting with mentors to create a weekly schedule	Harris, Annie	8/10/2018	Meeting agenda and notes	8/10/2018 one-time
G2.B2.S1.A1 A390219	Students are identified using multiple sources of data including baseline data, AIMS, IStation...	Zvoch, Shannon	8/13/2018	Assessment data	8/13/2018 one-time
G1.B2.S1.A1 A390215	Students are identified using multiple sources of data including baseline data, AIMS, weekly test...	Zvoch, Shannon	8/31/2018	Student assessment data	8/31/2018 one-time
G2.B1.S1.A1 A390217	Invite selected students to attend after school tutoring sessions.	Zvoch, Shannon	10/8/2018	Copies of tutoring invitations	10/8/2018 one-time
G1.B1.S1.MA1 M426597	Agenda and minutes from the meeting will be collected.	Dell, Nannette	11/7/2018	Agenda and minutes from meetings will be collected.	11/7/2018 one-time
G1.B1.S1.A1 A390213	Teachers will participate in a professional development opportunity focused on culturally...	Dell, Nannette	11/7/2018	A schedule will be created to provide culturally responsive professional development for our faculty.	11/7/2018 one-time
G4.B3.S2.A3 A390235	Administrators and PBS team members will meet with mentors to discuss progress and needs of students	Harris, Annie	8/13/2018	Meeting agendas and notes	3/31/2019 monthly
G2.B1.S1.MA1 M426601	Attendance will be monitored. Lessons will be monitored by administrators.	Dell, Nannette	10/23/2018	Student attendance and administrator snapshots	4/12/2019 weekly
G2.B1.S1.MA1 M426602	Attendance sheets for tutoring program will be collected. Academic data for students attending...	Dell, Nannette	10/23/2018	Attendance sheets and student academic data.	4/12/2019 weekly
G2.B1.S1.A2 A390218	Provide After School Tutoring to selected students (2 times per week)	Zvoch, Shannon	10/23/2018	Attendance sheets and lesson plans for after school tutoring	4/12/2019 weekly
G1.MA1 M426600	Administration will meet with teams every six weeks to review district assessment data.	Dell, Nannette	8/13/2018	District and state assessment data will be used. We will review State assessment data at the end of the year.	5/30/2019 every-6-weeks
G2.MA1 M426605	Student on-going progress monitoring (AIMS), weekly class assessment and FSA data will be reviewed.	Dell, Nannette	8/13/2018	AIMS data, class assessment data and FSA scores	5/31/2019 monthly
G3.MA1 M426610	We will review student data quarterly to determine if the students are making academic progress.	Zvoch, Shannon	8/13/2018	Student data reports	5/31/2019 every-6-weeks
G4.MA1 M426621	Faculty and administration will analyze suspension data and behavior challenges within the...	Harris, Annie	8/13/2018	Suspension, time-out data, AIMS assessment data.	5/31/2019 every-6-weeks
G1.B1.S1.MA1 M426596	Administrators will conduct walk throughs and observations during teachers' instructional time.	Dell, Nannette	8/13/2018	Anecdotal notes from walk throughs.	5/31/2019 monthly
G1.B2.S1.A2 A390216	Provide curriculum materials that are aligned to state standards.	Dell, Nannette	8/31/2018	Use of the materials will be reflected in lesson plans.	5/31/2019 monthly
G2.B2.S1.MA1 M426603	On-going progress monitoring results will be reviewed.	Dell, Nannette	8/13/2018	AIMS, IStation, and classroom assessment data	5/31/2019 every-6-weeks
G2.B2.S1.MA1 M426604	Administrators will conduct classroom snap shots to monitor use of small groups, differentiated...	Dell, Nannette	8/13/2018	Classroom snap shot data reports	5/31/2019 weekly
G2.B2.S1.A2 A390220	Students receive intervention during the school day through small group differentiated classroom...	Dell, Nannette	8/13/2018	Student schedules	5/31/2019 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A3  A390221	Teachers receive training in intervention programs used at the school.	Freedman, Sarah	9/26/2018		5/31/2019 monthly
G3.B1.S1.MA1  M426606	Members of the leadership team will attend data meetings and help interpret data, provide feedback...	Dell, Nannette	8/13/2018	Data notebooks and data meeting minutes	5/31/2019 every-6-weeks
G3.B1.S1.MA1  M426607	Teachers will utilize data during grade-level meetings, IEP meetings, and EPT meetings.	Dell, Nannette	8/13/2018	Notes will be taken during the data meetings to review at each subsequent meeting. Data from each meeting will be added to data notebooks.	5/31/2019 every-6-weeks
G3.B1.S1.A1  A390222	Teacher representatives will provide training to the teachers during a faculty meeting on the use...	Dell, Nannette	8/13/2018	Printed data reports	5/31/2019 monthly
G3.B1.S1.A2  A390223	Teachers will meet every six weeks with a member of the leadership team to analyze and review...	Dell, Nannette	8/13/2018	We will use teacher reflection sheets and student data reports as evidence of data driven instruction.	5/31/2019 every-6-weeks
G3.B2.S1.MA1  M426608	Teacher observation and feedback.	Dell, Nannette	8/13/2018	Lesson Plans and teacher feedback.	5/31/2019 monthly
G3.B2.S1.MA1  M426609	Administrators will attend meetings.	Dell, Nannette	8/13/2018	Team meeting notes	5/31/2019 semiannually
G3.B2.S1.A1  A390224	Teachers will be provided a half-day substitute once each semester so that teams can meet to...	Dell, Nannette	8/13/2018	Lesson plans	5/31/2019 semiannually
G4.B1.S1.MA1  M426611	Academic and behavior data will be reviewed, monitored and shared with faculty.	Harris, Annie	8/13/2018	AIMS assessment data, classroom assessment data, and behavior reports.	5/31/2019 monthly
G4.B1.S1.MA1  M426612	Teachers will complete a survey after the trainings to gauge their understanding of the material...	Linn, Valerie	8/13/2018	Survey results will be collected.	5/31/2019 semiannually
G4.B1.S1.A1  A390225	Hold Trauma Sensitive School Team meetings five times during the school year.	Linn, Valerie	8/13/2018	The team will keep detailed minutes of meetings.	5/31/2019 every-2-months
G4.B2.S1.MA1  M426613	Students will provide feedback about what they have learned through the program. Student behavior...	Linn, Valerie	8/13/2018	Student survey and behavior data	5/31/2019 monthly
G4.B2.S1.MA1  M426614	Teachers will provide feedback regarding the use of the Harmony program. Administrators will...	Dell, Nannette	8/13/2018	Lesson plans, teacher feedback and observation notes	5/31/2019 monthly
G4.B2.S1.A1  A390226	Utilize the Harmony Program (a social-emotional learning program).	Dell, Nannette	8/13/2018	Feedback from teachers, lesson plans and classroom snapshots	5/31/2019 weekly
G4.B3.S1.MA1  M426617	Data will be collected and shared with the faculty and PBIS team regularly. The team will meet...	Harris, Annie	8/13/2018	Office discipline forms and referrals, RtIB data, school store and event participation.	5/31/2019 monthly
G4.B3.S1.MA1  M426618	The Behavior Resource Teacher (BRT) will compile discipline data to share with the PBIS team.	Harris, Annie	8/13/2018	Office discipline forms and referrals, RtIB data, school store and event participation.	5/31/2019 monthly
G4.B3.S1.A1  A390231	The PBIS team will continue to monitor and revise the Positive Behavior Intervention Support plan...	Harris, Annie	8/13/2018	Revised school-wide PBIS plan	5/31/2019 monthly
G4.B3.S1.A2  A390232	The faculty and staff will reward students for exhibiting positive behavior and following...	Harris, Annie	8/13/2018	List of students participating in school-wide events	5/31/2019 daily
G1.B1.S2.MA1  M426598	Administrators will discuss and reflect on their readings.	Dell, Nannette	10/25/2018	Notes from principal and assistant principal meetings will be collected and discussed with leadership team.	5/31/2019 monthly
G1.B1.S2.MA1  M426599	Administrators will meet regularly with colleagues to discuss the book.	Dell, Nannette	11/7/2018	Meetings agendas.	5/31/2019 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1  A390214	Administrators will read a book, discuss it with our colleagues and share our learning with our...	Dell, Nannette	10/25/2018	Administrators will keep journal notes on our readings as we journey through the study together.	5/31/2019 monthly
G4.B3.S2.MA1  M426619	We will look at behavior data of our Top Tiered students and request feedback from classroom...	Harris, Annie	8/13/2018	Behavior data from PCG will be studied by members of PBS teams. We will also discuss effectiveness with homeroom teachers.	5/31/2019 monthly
G4.B3.S2.MA1  M426620	Monthly PBS Meetings will take place to monitor for fidelity.	Harris, Annie	8/13/2018	Minutes and sign in sheets from each meeting.	5/31/2019 monthly
G4.B3.S2.A2  A390234	Mentors will meet with mentees on a regular basis	Harris, Annie	8/13/2018	Mentor attendance sheets	5/31/2019 weekly