



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Tavares Elementary School

720 E CLIFFORD ST

Tavares, FL 32778

352-343-2861

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 73%
Alternative/ESE Center No	Charter School No	Minority Rate 37%

School Grades History

2013-14 D	2012-13 C	2011-12 B	2010-11 B
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	27
Part III: Coordination and Integration	34
Appendix 1: Professional Development Plan to Support Goals	35
Appendix 2: Budget to Support Goals	38

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Tavares Elementary School

Principal

Letizia Haugabrook

School Advisory Council chair

Dawn Brown

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Patricia B. Nave	Assistant Principal
Dawn Brown	Curriculum Resource Specialist
Christina Higgs	Literacy Coach
Kimberly D. Dwyer	Reading Coach
Anne Veneziano	ESE Specialist

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC membership consists of vested stakeholders including teachers, parents, business partners, and community members. Tavares Elementary follows best practice by ensuring that the SAC is an accurate representation of both the students' population and the community the school serves, both economically and ethnically. SAC members receive annual training regarding their roles and responsibilities as members. Tavares Elementary SAC follows the outlined procedure for selecting SAC members set forth in State law and School Board Policy 2.30. Specific positions include Chair, Co-Chair, Secretary, and seven additional voting members. These specific voting members include Tavares Elementary teachers and business/community members who are submitted for voting by the approval by our principal. The principal is a voting member.

The membership of the Tavares Elementary School SAC includes Letizia Haugabrook-Principal, Dawn Brown-Co-Chairperson/Instructional, Selena Bowers-Co-Chairperson/Parent, Bonita Gilchrist-Instructional, Scott Deleo-Community Business Leader/Parent, Sheila Short-Parent, Janise Ellixson, Classified/Parent, Tessie Williams-Parent, Tiffany Barbee-Parent, Ron Davis-Parent, Dana Carol-Parent.

Involvement of the SAC in the development of the SIP

School Leadership analyzes common themes and trends in data regarding Stakeholder Feedback Surveys (Parent, Teacher, Student, and Staff data). Areas of notable achievement and areas that need improvement are reviewed. Student assessment data such as FCAT, FAIR, FLKRS is also analyzed. The data is disaggregated by grade level, subject area, and subgroup populations. Additional data pertaining to attendance and discipline are also considered. A draft of the plan is developed once Annual Measurable Objectives (AMOs) are released for the Florida Department of Education. These initial steps in the process are completed prior to meeting with the School Advisory Committee (SAC). Members of the committee vote to approve the proposed plan. The Tavares Elementary School (SAC) was involved in the development of this school improvement plan by attending scheduled SAC meetings where school data and academic achievement were discussed. School and student needs in areas of concern were the primary focus. Members reviewed the data and made academic recommendations. The School Improvement Plan and budget was then developed and brought to the SAC for approval.

Activities of the SAC for the upcoming school year

The activities of the Tavares Elementary School SAC for the 2013-2014 school year will be to monitor the implementation and execution of the school improvement plan. The SAC will provide oversight of the following school-based tasks: analyzing data, goal setting, identifying objectives and implementation strategies, as well as progress monitoring of those strategies. This will occur by attending monthly scheduled meetings to monitor progress of student achievement, review and make recommendations on use of funds from the school budget, and discuss and make recommendations regarding any other school and educational issues that may arise during the school year.

Projected use of school improvement funds, including the amount allocated to each project

SAC does not have any available monies this year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Letizia Haugabrook		
Principal	Years as Administrator: 18	Years at Current School: 2
Credentials	M. Ed. Educational Leadership B. S. Exceptional Education ESOL Certified	
Performance Record	Tavares Elementary School 2012-2013: Grade C Oak Park Middle School 2011-2012: Grade C 2010-2011: Grade of C 2009-2010: Grade of B 2008-2009: Grade B	

Patricia B. Nave		
Asst Principal	Years as Administrator: 17	Years at Current School: 1
Credentials	M. Ed. Educational Leadership B. S. Speech and Hearing Handicapped ESOL Certified	
Performance Record	Fruitland Park Elementary 2012-2013: Grade C 2011-2012: Grade C 2010-2011: Grade B Eustis High School 2010-2011: Grade B Curriculum Dir., LCSB 2009-2010: Grade A 2008-2009: Grade B 2007-2008: Grade B	

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Christina Higgs		
Full-time / School-based	Years as Coach: 4	Years at Current School: 9
Areas	Reading/Literacy	
Credentials	ESOL Endorsed, Reading Endorsed Elementary Education grades 1-6	
Performance Record	Tavares Elementary School 2012-2013: Grade C 2011-2012: Grade B 2010-2011: Grade B 2009-2010: Grade A	

Diane Dwyer		
Full-time / School-based	Years as Coach: 2	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BS - Elementary Education MS - Educational Leadership ESOL Endorsement Reading Endorsement	
Performance Record	Eustis High School 2012-13: Grade pending 2011-2012: Grade B 2010-2011: Grade B	

Classroom Teachers

# of classroom teachers	53
# receiving effective rating or higher	53, 100%
# Highly Qualified Teachers	100%
# certified in-field	53, 100%
# ESOL endorsed	43, 81%
# reading endorsed	4, 8%
# with advanced degrees	16, 30%

National Board Certified

0, 0%

first-year teachers

8, 15%

with 1-5 years of experience

19, 36%

with 6-14 years of experience

15, 28%

with 15 or more years of experience

11, 21%

Education Paraprofessionals

of paraprofessionals

16

Highly Qualified

16, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Goal: New teachers will be partnered with veteran staff in order to provide a supportive environment for new teacher development.

Person Responsible: Letizia Haugabrook, Principal

2. Goal: "TOPS" training on Florida Educator Accomplished Practices (FEAPs) and orientation of the LCSB

policies and procedures.

Person(s) Responsible: District Personnel, Tavares Elementary Leadership Team.

3. Weekly Grade Level Meetings to provide instructional best practices and curricular support.

Person(s) Responsible: Grade Chairs, Mentors, and Leadership Team

4. Professional Learning Community to provide model teaching and to develop teacher effectiveness.

Person(s) Responsible: Instructional Coaches, Assistant Principal, CRT, and Principal.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

This year our Curriculum Resource Teacher (CRT) will attend the New Teacher Center workshops implemented by the district. The CRT will then mentor and coach first year teachers in areas of need based on the teacher's feedback. The CRT will lead a new teacher PLC, where the new teachers can receive support. Model Classrooms of teachers exhibiting specific strengths in various domains will be available for teachers showing needs. Teachers can do classroom observations and learn strategies to strengthen their practice. New teachers will also be paired with a mentor as well as a teacher in their specific grade level to assist them in school and grade level policies and support of instructional practices. Each mentor must have a skill set in multiple areas of instructional expertise: Classroom Management, Student Engagement, Higher Order Thinking Questioning and Discourse, Rigorous Task and Assessments, Lesson Planning and Delivery, Differentiated Instruction, Integration of curriculum across content areas, and Tracking Student Progress (FCIM). New teachers will meet with their grade level team once a week for a common plan time to collaborate about instructional focus, disaggregate data, and receive support from their grade level team. New teachers are encouraged to meet with their mentor bi-weekly for weekly discussion in teaching strategies and pending concerns.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS is a data-based problem solving process which is an extension of the LCSB district process. It is a formal process of tiered analysis. Teachers work with school-based leadership disaggregated data by reviewing test scores. Specific subgroup patterns and trends are identified for both the school-wide and individual classroom teaching and learning processes. Individual student's data are also reviewed. If adequate progress is not achieved for targeted students according to MTSS and SIP structures, an intervention plan (Tier 2 or 3) is established. The intervention designs include a student performance goal, developing an intervention plan to address the goal, and using progress monitoring data to evaluate the effectiveness of the intervention plan (Tier 2). If the student's progress to the intervention does not lead toward achievement of the performance goal, more extensive and individualized interventions and supports are implemented (Tier 3). These supports include, but are not limited to, the most intense instruction and interventions such as increased time, narrowed focus skills, reduced group-size based upon individual student needs provided in addition to, and aligned with, Tier 1 and Tier 2 academics and supports.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based MTSS Leadership team consists of the Curriculum Resource Teacher (coordinator for academics), Guidance Counselor (Coordinator for behavior), Literacy Coach, Reading Coach, ESE Specialist, School Psychologist, Social Worker, Principal, and Assistant Principal. The function and responsibility of each member is to create a system of supports for both the classroom teacher and the individual students according to their intervention design(s) outlined in the process. The process is collaborative with systematic checks and balances to determine the effectiveness of the intervention plan based on each individual student's responses to intervention. Adjustments/modifications are made to the plan when necessary and done so in consultation of each member's area of expertise.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Florida Continuous Improvement Model (FCIM) is the system used to monitor the fidelity of the MTSS process and SIP (Plan, Do, Check, Act).

Plan - Identify data patterns and trends in the teaching and learning process.

Do - Develop an instructional focus. Delineating what students need to know in order to achieve mastery and close the achievement gap.

Check - Provide frequent assessment to determine which students are learning and which students need more help in getting and staying on track.

Act - Implementing interventions that meet the needs of the group or individual student, progress monitor, and make strategic adjustments when necessary.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The FCIM process will be used to monitor the effectiveness of both academic and engagement supports. Specific data include, but are not limited to:

Reading: FAIR, Lake Benchmark Assessments, Achieves, SIPPS, STAR Enterprise Reading data, Earobics, and Lexia 5

Math: Lake Benchmark Assessments, Achieves

Writing: Lake Benchmark data, LCS Writing PLC Supports and Write Score

Science: Lake Benchmark Assessments, Achieves, and Write Score

Behavior: SEISR data and CICO data

Attendance: Daily tardy and absence reports on AS400

MTSS: Star will serve as the overall management system.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The plan includes creating an on-going professional learning community. The professional learning community learning process will incorporate how to collect and disaggregate data from multiple sources, problem identification and analysis, intervention design, and utilization of progress monitoring data to evaluate individual student's response to intervention. Teachers will be given a general overview of the process for the benefit of all. Training will be provided to teachers introducing them to the Leadership Team, their roles and the steps leading to referral will be explained. The teachers will be updated as to the use of the forms and procedures (MTSS-STAR). The process will remain transparent and inclusive to parents. Written and face-to-face correspondence will continue clearly stating what is in the best interest for the student at each step in the process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 5,940

School-based after school tutoring funded by District Title I Office.

The lower quartile students will receive tutoring in the development of needed skills in both math and reading for students in all grades. Eligibility for the program is based on their individual student performance on: previous FCAT scores, Lake Benchmark Assessments, FAIR, classroom coursework, STAR reading and math assessments as well as Star Early Literacy assessments. Sessions will run from Oct. 15, 2013 through April 15, 2014. These sessions will be held twice a week for 45 minutes in the morning sessions and 90 minutes in the afternoon sessions. There will be a student teacher ratio of 1:10.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

The tutors, CRT, Literacy Coach, Reading Coach, Guidance Counselors, and Assistant Principal share responsibilities for monitoring the implementation of the program.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Christina Higgs	Literacy Coach
Pat Nave	Assistant Principal
Dawn Brown	Curriculum Resource Teacher
Dianne Dwyer	Reading Coach
Stephanie Hicks	Media Specialist
Renee Lewis	ESE Teacher
Sharon Suver	Pre-K Teacher
Tiffany Luevano	Kindergarten Teacher
Terri Reynolds	First Grade Teacher
Debbie Ough	Second Grade Teacher
Dorothy Lewis	Third Grade Teacher
Stacey Souders	Fourth Grade Teacher
Jacob Kasper	Fifth Grade Teacher

How the school-based LLT functions

The Tavares Elementary School Literacy Leadership Team meets monthly to review and determine if the literacy needs and initiatives for the school are being met. The LLT has representatives from each department who meet with their department to review data, seek input, and make suggestions to bring back to the LLT meetings. The LLT reviews the suggestions and makes decisions based on goals and objectives which need to be addressed to meet the students' needs.

Major initiatives of the LLT

The major initiatives of the Tavares Elementary School Literacy Leadership Team for the 2013-2014 school year will be to continue to address the strengths and weakness of our school in order to increase proficiency rates on FCAT in the areas of reading and writing. There will be a greater exposure to complex text and authentic student writing. At the first meeting of the LLT, the decision was made to implement and integrate our brand statement "Bullpups Under Construction! Building Better Readers!" The LLT will hold Family Reading Night during Celebrate Literacy Week. The LLT will set reading goals for Accelerated Reader and create incentives for students to work towards which will encourage reading with accountability, tracking progress, and celebrating success. The "Bullpups: Build a Word" Vocabulary Challenge on the WTES morning announcements has been initiated. The LLT will also support Read Across America Day in the Spring and then celebrate children's author Dr. Seuss by having a Seuss Literacy Week.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Tavares Elementary School ensures all teachers are involved in teaching reading through not only a differentiated reading curriculum in every classroom, but through various other activities including, but not limited to, the use of before and after school tutoring for lower quartile students, two part-time reading remediation teachers, vocabulary development on the morning announcements, and reading curriculum nights where teachers assist in parent awareness and involvement in reading, computer lab for both reading remediation and enhancement programs, all staff wearing vocabulary words on their clothing from time to time to enhance vocabulary development. The school newsletter lists information for parents to access electronic media assistance such as information provided by the new reading series as well as other opportunities to assist their child via the web.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Voluntary Preschool (VPK) funded by .5 VPK and .5 Title I is offered at Tavares Elementary throughout the school year to assist students in achieving readiness skills for kindergarten. Tavares Elementary also provides two ESE Prekindergarten full day all year classrooms for identified at risk children. The Kindergarten teachers and the Curriculum Resource Teacher provide a "Kindergarten Round-Up" program in the spring. The kindergarten teachers provide parents and upcoming kindergarten students with information about the curriculum expectations for the upcoming year. The students will tour the school, have the opportunity to go through the cafeteria line, and ride on a bus. Parents will be provided resources to use with their child to prepare them for kindergarten.

Teachers have developed an assessment instrument to be used with students to determine readiness skills. In addition, each child is given FLKRS to help determine Pre-Kindergarten readiness skills which the curriculum will need to address.

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

A parent Kindergarten Curriculum Night is held during the first week of school to review a "day in the life" of a student, tour the class, and address any and all parent concerns.

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

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	59%	No	72%
American Indian				
Asian				
Black/African American	56%	43%	No	60%
Hispanic	65%	41%	No	69%
White	73%	66%	No	76%
English language learners	48%	43%	No	54%
Students with disabilities	38%	34%	No	45%
Economically disadvantaged	62%	50%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	29%	39%
Students scoring at or above Achievement Level 4	111	28%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	164	24%	34%
Students in lowest 25% making learning gains (FCAT 2.0)	33	68%	78%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	35%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	59	49%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	57%	No	65%
American Indian				
Asian				
Black/African American	42%	43%	Yes	48%
Hispanic	52%	46%	No	57%
White	67%	63%	No	70%
English language learners	43%	50%	Yes	48%
Students with disabilities	43%	28%	No	48%
Economically disadvantaged	52%	50%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	128	33%	40%
Students scoring at or above Achievement Level 4	88	23%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	141	36%	46%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	[data excluded for privacy reasons]		12%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%		No	65%
American Indian				
Asian				
Black/African American	42%		No	48%
Hispanic	52%		No	57%
White	67%		No	70%
English language learners	43%		No	48%
Students with disabilities	43%		No	48%
Economically disadvantaged	52%		No	57%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	60%	63%
Students scoring at or above Achievement Level 4	27	21%	65%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		10
Participation in STEM-related experiences provided for students	870	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	14	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	39	5%	3%
Students who are not proficient in reading by third grade	11	3%	1%
Students who receive two or more behavior referrals	86	10%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	58	7%	3%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Please refer to Tavares Elementary Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Cross content reading and writing will be integrated in all curriculum areas to improve student achievement for all subgroup AMO areas including homeless and truant.
- G2.** A safe environment for student learning, professional growth, and success for all students will be closely monitored through early warning systems: attendance, discipline referrals, alleged bullying incidents, MTSS students.
- G3.** Consistent and deliberate implementation of higher order questioning and discourse will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups.
- G4.** Implementation and sustainability of rigorous tasks and assessment will be developed in all curriculum areas to advance learning and reach targeted AMOs for all subgroups.

Goals Detail

G1. Cross content reading and writing will be integrated in all curriculum areas to improve student achievement for all subgroup AMO areas including homeless and truant.

Targets Supported

- All Areas
- Social Studies
- U.S. History EOC
- Civics EOC
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- **READING:** Accelerated Reader/STAR Enterprise (Grades 1-5); Document Based Questioning (Grades 4 and 5); CCSS Appendix B Suggested Complex Text. **MATH:** Thinking Math Principles. **SCIENCE:** Science Leveled Readers. **WRITING:** CCSS Appendix C Anchor Sets, as well as grades 3-5 task cards.

Targeted Barriers to Achieving the Goal

- Inconsistent and/or limited use of guaranteed, prioritized, mapped curriculum embedded with cross content reading and writing matching the complexity of FCAT 2.0 and the Common Core State Standards.

Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring by Leadership Team; Weekly progress monitoring through grade level meetings during common planning times and bi-monthly data reviews.

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Reading Coach, ESE Specialist, Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

Increase in student mastery of skills; Increase in teacher capacity; Data sources such as FAIR, Benchmark Assessments, Mini-Assessments, Classroom assessments, MTSS, Student work samples

G2. A safe environment for student learning, professional growth, and success for all students will be closely monitored through early warning systems: attendance, discipline referrals, alleged bullying incidents, MTSS students.

Targets Supported

- All Areas
- Social Studies
- U.S. History EOC
- Civics EOC
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- LCSB Bully Proofing Your School Initiative, PBS Initiative, FLPBS website and data, LEAPS lessons, Discipline Data (SESIR AS 400 data).

Targeted Barriers to Achieving the Goal

- Inconsistent reinforcement and support which erodes high expectations.

Plan to Monitor Progress Toward the Goal

Bully proofing training will be monitored through both Moodle for instructional personnel and interactive training of classified. On-going progress monitoring of discipline data and grade level implementation will be observed through classroom walkthroughs.

Person or Persons Responsible

Safety/PBS Committee, Classroom Teachers, Guidance Counselor, Social Worker, School Psychologist, Family/School Liaison, Administration, CRT, Literacy Coach, Reading Coach, ESE Specialist

Target Dates or Schedule:

On-Going

Evidence of Completion:

Internal fidelity check and self-monitoring by classroom teachers and PBS Committee members. Grade level data meetings will include behavioral analysis discussions. Data sources such as AS400 discipline reports as well as FLPBS monitoring reports will be analyzed and reported to all staff. There will be monitoring of Moodle site for coursework completion and artifacts analysis.

G3. Consistent and deliberate implementation of higher order questioning and discourse will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups.

Targets Supported

- All Areas
- Social Studies
- U.S. History EOC
- Civics EOC
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- General: District provided curriculum tools - C2 Connection Cards, Task Cards, and Curriculum Blueprints; Kagan Cooperative Structures/Resources; Thinking Maps Structure/Resources, and Webb's Depth of Knowledge.

Targeted Barriers to Achieving the Goal

- Inconsistent and/or limited use of the research-based instructional best practices for establishing higher order questioning and discourse in the classroom.

Plan to Monitor Progress Toward the Goal

On-going progress monitoring by Leadership Team; Weekly progress monitoring meetings via grade level common planning.

Person or Persons Responsible

Classroom Teacher, CRT, Literacy Coach, Reading Coach, ESE Specialist, Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

Increase in student mastery of skills; Increase in student higher-order questioning/discourse in the learning process; Increase in teacher capacity and effectiveness for asking higher questions and promoting student discourse. Data sources include FAIR, Benchmark Assessments, Min-assessments, classroom assessments, MTSS, student work samples.

G4. Implementation and sustainability of rigorous tasks and assessment will be developed in all curriculum areas to advance learning and reach targeted AMOs for all subgroups.

Targets Supported

- All Areas
- Social Studies
- U.S. History EOC
- Civics EOC
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- **READING:** Cold Reads (Grades 1-5); Accelerated Reader/STAR Enterprise (Grades 1-5); Document Based Questioning (Grades 4 and 5); Edusoft Achieves (Differentiated instruction) (Grades 3-5); Write Score; CCSS Appendix B Sample Performance Tasks and Complex Text, Webb's Depth of Knowledge, Grades 3-5 Task Cards. **MATH:** Edusoft Achieves (Differentiated Instruction) (Grades 3-5), Webb's Depth of Knowledge, Grades 3-5 Task Cards; **STEM;** Thinking Math Principles. **WRITING:** LCSB Writing Plan, Tavares Elementary School-based Writing Plan, CCSS Appendix C Writing Anchor Sets, Webb's Depth of Knowledge, Grades 3-5 Task Cards . **SCIENCE:** Write Score, Webb's Depth of Knowledge, Grades 3-5 Task Cards.

Targeted Barriers to Achieving the Goal

- Inconsistent and/or limited use of research-based instructional practices supporting the development of rigorous tasks and assessments.

Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring by Leadership Team. Weekly progress monitoring meetings via grade level common planning.

Person or Persons Responsible

Classroom Teacher, CRT, Literacy Coach, Reading Coach, ESE Specialist, Administration

Target Dates or Schedule:

On-Going

Evidence of Completion:

Increase in student mastery of skills. Increase in student higher-order questioning/discourse in the learning process. Increase in teacher capacity and effectiveness for asking higher questions and promoting student discourse. Data sources include FAIR, Benchmark Assessments, Mini-assessments, Classroom assessments, MTSS data, Student work samples.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Cross content reading and writing will be integrated in all curriculum areas to improve student achievement for all subgroup AMO areas including homeless and truant.

G1.B1 Inconsistent and/or limited use of guaranteed, prioritized, mapped curriculum embedded with cross content reading and writing matching the complexity of FCAT 2.0 and the Common Core State Standards.

G1.B1.S1 The uses of high-yield instructional strategies will be used school-wide for integrating reading and writing in all curriculum areas. Teachers will provide instruction in reading comprehension, vocabulary strategies, and manipulating complex text. Teachers will utilize interactive word walls across curriculum areas, Thinking Maps, as well as summarizing concepts.

Action Step 1

Cross Content Reading and Writing in All Curriculum Areas

Person or Persons Responsible

Classroom Teacher, CRT, Literacy Coach, Reading Coach, ESE Specialist, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Timelines will be met, activities and resources will be developed and professional development established.

Facilitator:

CRT, Literacy Coach, Reading Coach,

Participants:

Classroom Teacher, CRT, Literacy Coach, Reading Coach, ESE Specialist, Administration

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

On-going Progress monitoring will be done by the Leadership Team; Weekly grade level monitoring will occur through the use of grade level common planning times and bi-monthly grade level data reviews.

Person or Persons Responsible

Classroom Teacher, CRT, Literacy Coach, Reading Coach, ESE Specialist, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

There will be an increase in students' achievement; Increase in teacher capacity; Data resources will be monitored through the FAIR, Benchmark Assessments, Mini-Classroom Assessments, Classroom assessments, MTSS, and Student work samples.

Plan to Monitor Effectiveness of G1.B1.S1

On-going progress monitoring by the Leadership Team; Weekly progress monitoring through the use of grade level common planning time and bi-monthly data review.

Person or Persons Responsible

Classroom Teacher, CRT, Literacy Coach, Reading Coach, ESE Specialist, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Increase in student mastery of skills; Increase in teacher capacity; Data sources such as FAIR, Benchmark Assessments, Mini-Assessments, Classroom assessments, MTSS, Student work samples.

G2. A safe environment for student learning, professional growth, and success for all students will be closely monitored through early warning systems: attendance, discipline referrals, alleged bullying incidents, MTSS students.

G2.B1 Inconsistent reinforcement and support which erodes high expectations.

G2.B1.S1 Implement Bully Proofing Your School and Positive Behavior Support Programs by training all staff.

Action Step 1

Develop a school-wide systems approach, Positive Behavior Support (PBS), to behavior management throughout the school. Develop student/staff incentives for success of behaviors.

Person or Persons Responsible

Safety/PBS Committee, Classroom Teachers, Guidance Counselors, Social Worker, School Psychologist, Family/School Liaison, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Implementation timelines followed; activities and responsibilities established; resources aligned; professional development prioritized, developed, and implemented.

Facilitator:

Safety/PBS Team, Guidance Committee, Guidance Counselors, School Psychologist, Administration

Participants:

Safety/PBS Committee, Classroom Teachers, All Classified Employees, Guidance Counselor, Social Worker, School Psychologist, Family/School Liaison, Administration

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

Implementation review- identify if timelines and objectives have been met.

Person or Persons Responsible

Safety Committee, PBS Team, Classroom Teachers, Guidance Counselors, Social Worker, School Psychologist, Family/School Liaison, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Classroom walkthroughs, monthly analysis of student data, decrease of discipline referrals, increase in use of incentive rewards program for PBS participation.

Plan to Monitor Effectiveness of G2.B1.S1

Monthly analysis of student data and school-wide trends.

Person or Persons Responsible

Safety/PBS Committee, classroom teachers, Guidance Counselor, Social Worker, School Psychologist, Family/School Liaison, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Internal fidelity check and self monitoring, committee monitoring across the grade levels. Decrease in referrals as well as decrease in the number of students referred to MTSS for behavioral issues. Data sources include FL PBS, AS400 discipline data as well as MTSS data.

G3. Consistent and deliberate implementation of higher order questioning and discourse will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups.

G3.B1 Inconsistent and/or limited use of the research-based instructional best practices for establishing higher order questioning and discourse in the classroom.

G3.B1.S1 Utilize high-yield instructional strategies school-wide for increasing higher order questioning and discourse in all curriculum areas. Teachers will employ questioning strategies which promote higher order thinking at all levels; use, model, scaffold, and elicit higher order thinking; provide multiple opportunities for cognitively complex tasks including testing and generating hypothesis; and allow for scaffolding, appropriate pacing, and wait time.

Action Step 1

High Order Questioning and Discourse in All Curriculum Areas.

Person or Persons Responsible

Classroom Teacher, CRT, Literacy Coach, Reading Coach, ESE Specialist, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Review timelines for instruction are being met. Leadership review of activities, resources, and responsibilities to effectively establish professional development.

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

On-going progress monitoring by the classroom teacher as well as the Leadership Team to see if timelines and objectives have been met.

Person or Persons Responsible

Classroom Teachers; CRT, Literacy Coach, Reading Coach, ESE Specialist, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Classroom Walk Throughs; Increase in student mastery of skills will be monitored through the use of monthly analysis of student data by leadership, individual classroom teachers, as well as grade level teams.

Plan to Monitor Effectiveness of G3.B1.S1

On-going progress monitoring by Classroom Teacher and Leadership Team. There will be weekly progress monitoring during grade level common planning meetings and bi-monthly grade level data meetings.

Person or Persons Responsible

Classroom Teacher, CRT, Literacy Coach, Reading Coach, ESE Specialist, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Increase in student mastery of skills. Increase in the teacher's effectiveness. Data sources include but are not limited to FAIR, FCAT, Benchmark Assessments, Mini-assessments, and MTSS, student work samples.

G4. Implementation and sustainability of rigorous tasks and assessment will be developed in all curriculum areas to advance learning and reach targeted AMOs for all subgroups.

G4.B1 Inconsistent and/or limited use of research-based instructional practices supporting the development of rigorous tasks and assessments.

G4.B1.S1 OVERALL: Utilizing high-yield strategies school-wide for developing rigorous tasks and assessments in all curriculum areas. Teachers will assist students practice and deepen knowledge by utilizing the appropriate progression of Webb's Depth of Knowledge; reviewing content; employing multiple checks for understanding; sharing learning goals; using scales and rubrics with students; assigning purposeful work; and providing multiple opportunities for students to generate authentic work.

Action Step 1

Rigorous Tasks and Assessments in All Curriculum Areas

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Reading Coach, ESE Specialist, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Timelines, activities, resources, responsibilities, and professional development established to achieve and monitor student achievement.

Facilitator:

CRT, Literacy Coach, Reading Coach, ESE Specialist, Administration

Participants:

Schoolwide

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

Implementation and review of timelines and met objectives.

Person or Persons Responsible

Classroom Teacher, CRT, Literacy Coach, Reading Coach, ESE Specialist, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Classroom walk throughs; Monthly analysis of student data; Increase in mastery of student skills.

Plan to Monitor Effectiveness of G4.B1.S1

Ongoing progress monitoring by the Leadership Team; There will be weekly progress monitoring meetings within the grade levels during common planning times.

Person or Persons Responsible

Classroom Teacher, CRT, Literacy Coach, Reading Coach, ESE Specialist, Administration

Target Dates or Schedule

Ongoing progress monitoring by Leadership Team; Weekly progress monitoring meetings through the use of grade level common planning

Evidence of Completion

Increase in student mastery of skills; Increase in teacher capacity. Data sources include, but are not limited to, FAIR, Benchmark assessments, Classroom assessments, MTSS, and Student work samples.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A:

The county's Title Services Department coordinates the funding which Tavares Elementary utilizes to help students improve their academic achievement. These opportunities include additional instructional personnel targeted at assisting with lower quartile student subgroups, materials for reading and mathematics, funding for professional development and remediation, intervention and after school tutoring. Special attention is provided for the subgroups not making AMO in 2012-2013. For reading and mathematics these subgroups are: Black, Hispanic, White, ELL, SWD, and Economically Disadvantaged. Title I personnel responsible for additional support for targeted subgroups include the Family School Liaison (FSL), Reading Coach, and three paraprofessionals. The Classroom Teacher, CRT, Literacy Coach, ESE Specialist and administration will provide support as well.

Title I, Part C Migrant:

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

Title I, Part D:

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

Title II:

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

Title III:

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

Title X, Homeless:

The guidance counselor, social worker, family liaison, and office support staff work together with the principal to ensure that all students who qualify for services under the McKinney - Vento Act are provided with the resources and assistance needed.

Supplemental Academic Instruction (SAI):

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

Violence Prevention Programs:

Tavares Elementary School participates in the Too Good for Drugs prevention program. The school is implementing the Positive Behavior Support (PBS) program which promotes positive behavior, as well as an anti-bullying program Bully Proofing Your School.

Nutrition Programs:

Tavares Elementary School participates in the free and reduced lunch programs, providing daily breakfast and lunch to our students; 72% of which are economically disadvantaged.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Cross content reading and writing will be integrated in all curriculum areas to improve student achievement for all subgroup AMO areas including homeless and truant.

G1.B1 Inconsistent and/or limited use of guaranteed, prioritized, mapped curriculum embedded with cross content reading and writing matching the complexity of FCAT 2.0 and the Common Core State Standards.

G1.B1.S1 The uses of high-yield instructional strategies will be used school-wide for integrating reading and writing in all curriculum areas. Teachers will provide instruction in reading comprehension, vocabulary strategies, and manipulating complex text. Teachers will utilize interactive word walls across curriculum areas, Thinking Maps, as well as summarizing concepts.

PD Opportunity 1

Cross Content Reading and Writing in All Curriculum Areas

Facilitator

CRT, Literacy Coach, Reading Coach,

Participants

Classroom Teacher, CRT, Literacy Coach, Reading Coach, ESE Specialist, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Timelines will be met, activities and resources will be developed and professional development established.

G2. A safe environment for student learning, professional growth, and success for all students will be closely monitored through early warning systems: attendance, discipline referrals, alleged bullying incidents, MTSS students.

G2.B1 Inconsistent reinforcement and support which erodes high expectations.

G2.B1.S1 Implement Bully Proofing Your School and Positive Behavior Support Programs by training all staff.

PD Opportunity 1

Develop a school-wide systems approach, Positive Behavior Support (PBS), to behavior management throughout the school. Develop student/staff incentives for success of behaviors.

Facilitator

Safety/PBS Team, Guidance Committee, Guidance Counselors, School Psychologist, Administration

Participants

Safety/PBS Committee, Classroom Teachers, All Classified Employees, Guidance Counselor, Social Worker, School Psychologist, Family/School Liaison, Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Implementation timelines followed; activities and responsibilities established; resources aligned; professional development prioritized, developed, and implemented.

G4. Implementation and sustainability of rigorous tasks and assessment will be developed in all curriculum areas to advance learning and reach targeted AMOs for all subgroups.

G4.B1 Inconsistent and/or limited use of research-based instructional practices supporting the development of rigorous tasks and assessments.

G4.B1.S1 OVERALL: Utilizing high-yield strategies school-wide for developing rigorous tasks and assessments in all curriculum areas. Teachers will assist students practice and deepen knowledge by utilizing the appropriate progression of Webb's Depth of Knowledge; reviewing content; employing multiple checks for understanding; sharing learning goals; using scales and rubrics with students; assigning purposeful work; and providing multiple opportunities for students to generate authentic work.

PD Opportunity 1

Rigorous Tasks and Assessments in All Curriculum Areas

Facilitator

CRT, Literacy Coach, Reading Coach, ESE Specialist, Administration

Participants

Schoolwide

Target Dates or Schedule

Monthly

Evidence of Completion

Timelines, activities, resources, responsibilities, and professional development established to achieve and monitor student achievement.

Appendix 2: Budget to Support School Improvement Goals