Tavares Elementary School

2014-15 School Improvement Plan

Tavares Elementary School

720 E CLIFFORD ST, Tavares, FL 32778

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	73%

Alternative/ESE Center	Charter School	Minority
No	No	37%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	B

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority and Template

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

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, 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 Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    ◦ Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    ◦ Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    ◦ Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    ◦ Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Tavares Elementary parents and staff will strive to provide the highest possible academic achievement through quality instruction with frequent evaluation while caring for our students by providing a safe and hospitable environment.

Provide the school's vision statement

Targeting all students for success!

School Environment

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

Teachers receive a full page of information passed on from each student's previous teacher the year before. This includes both hard and soft data in relation to academics as well as cultural and behavioral items. Teachers also have a time set aside in the first few weeks of school to go into the guidance suite and review each of their students' cum folders for additional pertinent information. The school has a "Meet the Teacher" event after their work day, during pre-school week, which is a time for the parents and students to meet the teacher the child will have for the upcoming school year. Each grade level holds a curriculum night during the first two weeks of school to review with the parents the curriculum expectations for their child during the upcoming year. Parents are encouraged at each of the events to communicate any questions and/or concerns in relation to their child at any of these meetings. Parent conferences are set up as needed. Teachers are encouraged to use Kagan structured team building activities during the first week of school to develop their individual classroom cultures and peer relationships.

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

The school has a Bullpup Pledge which is recited every morning on the announcements. T - for Trustworthiness, A - for Achievement, V - for Values, A - for Academics, R - for Respect, E - for Excellence, S - for Success. This pledge has been engrained in the culture of the school for several years. This year in adopting the Postive Behavior Support (PBS) model we have taken the pledge words into monthly themed focus areas. Students are rewarded for showing these various traits throughout each month based on the theme word for that month. Guidance will continue to use Character Counts and Bully Proofing Your School activities within the classrooms each month. The additional monthly themed focus areas will be encompassed into their lessons each month. The PBS rewards system is carried over into dismissal activities of walkers, car riders, and bus riders. The data shows bus discipline to be the highest discipline area for the entire school. Stressing better bus behavior and safety through a reward system of positive behavior should show an improved feeling of safety for our students in this area and decrease bus behavior problems.

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

All staff have been trained on the flow process in the levels of discipline and staff expectations. The district referral form was reviewed by all in pre-school week. Discussion was held on the procedures of handling various discipline problems. Behavioral expectations were made clear to the staff. These expectations were to be taught to the students during the first week of school along with the District Code of Conduct. Bus safety video was seen by all. Bus drivers are currently being trained on the new behavioral rewards program and their expectations. This has been met with excitement from our bus drivers. Discipline data will be gathered at the end of each nine weeks to look for trends in discipline incidents and consequences. This will be reviewed by the PBS team which consists of teachers on each grade level as well as guidance and administrative personnel. Training of staff will occur in areas of found weakness. This may consist of training for school wide staff, grade level, or individual employee. The training will be data driven.

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

Students are taught by the guidance counselors and their teachers, that they may see their guidance counselor as needed. A system is in place for students to sign up for this on an as needed basis. Parents are encouraged to contact the school teachers and/or guidance counselor if they have any concerns for their child. Teachers often ask guidance counselors to sit in on parent conferences for various reasons. We have a Family-School Liaison(FSL) who serves as a contact to our parents. This person, as well as our guidance counselors, assists parents with community agencies as well as interpreting services. We have a social worker who comes to the school weekly to address any concerns we have for families. The social worker often makes home visits to meet with parents on a myriad of issues. The school has a school psychologist who has a behavioral specialist degree. She observes students and works with staff to meet their social-emotional needs. She is part of our Child Study Team as we move students into various areas of Special Education services. The psychologist also works with the MTSS team on behavioral student intervention development and monitoring.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The district sends notification to parents when student attendance drops below expected levels. An attendance flow chart has been established in order for guidance personnel to be alerted when children have excessive absences. MTSS meets on these students to develop an attandance plan. The Child Study Team meeting is held if an issue continues. Steps for remediation are documented with the parent. Failure to remediate this takes the parent to the LCSB Student Services Department for a Truency Intervention Committee(TIC) meeting. Should an issue continue Student Services sends the parents to Truancy Court with the Lake County Judicial System. Any student with two or more suspensions are brought to MTSS for behavior. Interventions are put into place. Any student with failing grades or scoring Level I on a standardized assessment is brought forth to the MTSS committee for review and development of remediation strategies.

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

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

Indicator	Grade Level						Total
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	14	6	6	4	3	9	42
One or more suspensions	5	9	5	10	9	10	48
Course failure in ELA or Math	25	15	8	20	4	1	73
Level 1 on statewide assessment	0	0	0	52	40	47	139

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**	
Students exhibiting two or more indicators	4	2	1	2	3	1	13

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

RtI is used for students struggling in behavior and/or academic areas. Child Study Team meetings are held with parents in regards to attendance issues. Parents are tracked with follow up by the social worker and referral to the LCSB Student Services Department for further conferencing and support services as needed.

Remediation teachers are hired to tutor students in reading and math during the instructional day over and beyond the remediation offered by the classroom teacher. An extended learning opportunity is offered after school in "Bullpup Tutoring". The tutoring is provided to students scoring in the lowest quartile on standardized state and district testing instruments.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Please refer to Tavares Elementary Parent Involvement Plan.

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

Tavares Elementary School extends a welcoming hand to our community. Our new principal invited all community leaders and school personnel to a "Meet the Principal" evening prior to the opening of the school year. The school has a Family School Liaison who works with various community groups and organizations to assist families in need throughout the year. This extends to a room furnished with many academic materials available to families for check out. The Tavares Police Department has a partnership

agreement with the school. They often send Officers to walk the campus and maintain high visibility at the beginning and end of the day. The Tavares Fire Department provides programs for our students in safety procedures. Debbie Stivender, our school board member, donates time to the school each week wherever needed. Community donations support our Positive Behavior System (PBS) initiative.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McKinney, Durenda	Principal
Le Moyne, Judith Ann	Other
Holmes, Lindsey	Other
HIggs, Tina	Instructional Coach
Veneziano, Anne	Instructional Coach
Hannon, Melanie	Psychologist
Hayes, Angie	Guidance Counselor
Short, Donna	Guidance Counselor
Thornton, Sherry	Attendance/Social Work
Purdy, Shaunna	Instructional Coach
Phillips, Mary Grace	Instructional Coach

Duties

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

The school-based MTSS Leadership team consists of the Curriculum Resource Teacher(CRT) (Coordinator for Academics), Guidance Counselors (MTSS Coordinators for Behavior), Literacy Coach, Math Coach, Accelerated Resource Teacher, Content Resource Teacher, 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.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The 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 and 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.

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, purchase of hardware and software for student and teacher use, interventions and after school tutoring. Special attention is provided for the subgroups not making AMO in 2013-2014. For reading and mathematics these subgroups are: Black/African American, Hispanic, White, English Langauge Learners, Students with Disabilities, Economically Disadvantaged. Title I personnel responsible for additional support for targeted subgroups include the Family School Liaison (FSL), Literacy Coach, Math Coach, Accelerated Resource Teacher, a Volunteer Pre-Kindergarten teacher and four 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 counselors, nurse, and social worker ensure compliance with guidelines and assistance to these children and families.

Title II:
The Academic Services Department coordinates funding for technology aimed at increasing student achievement. Funding for professional development is coordinated through the Academic Services Department at the district level. On the school level, the Assistant Principal, Curriculum Resource Specialist, Literacy Coach, Math Coach, Accelerated Resource 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 Academic Services 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 Bully Proofing Your School prevention programs. The school is implementing the Positive Behavior Support (PBS) program which promotes positive behavior.

Nutrition Programs:

Tavares Elementary School participates in the free and reduced lunch programs, providing daily breakfast and lunch to our students; 73% of which are economically disadvantaged.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Durenda Mc Kinney	Principal
Selena Bowers	Parent
Bonita Gilchrist	Teacher
Scott DeLeo	Business/Community
Sheila Short	Parent
Tessie Williams	Parent
Tiffany Barbee	Parent
Ron Davis	Parent

Duties

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

Evaluation of last year's school improvement plan

Everything was addressed in the plan with the exception of the Positive Behavior Support system. The implementation was delayed until this year as the district delayed the team training until the summer of 2014. The training has taken place and implementation has begun this school year.

Development of this school improvement plan

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, and FLKRS are 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 by 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 Tavares Elementary School Improvement Plan and budget was then developed and brought to the SAC for approval.

Preparation of the school's annual budget and plan

The Title I budget was shared with the SAC Committee. Discussion and approval was given for various expenditures which correlate with both the Title I Plan, as well as the SIP.

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

SAC does not have any available monies this year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Nave, Patricia	Assistant Principal
Clark, Bobbie Jo	Teacher, ESE
Hicks, Stephanie	Instructional Media
HIggs, Tina	Instructional Coach
Le Moyne, Judith Ann	Instructional Coach
Lewis, Dorothy	Teacher, K-12
Luevano, Tiffany	Teacher, K-12
Mayo, Elizabeth	Teacher, K-12
McKinney, Durenda	Principal
Ough, Debbie	Teacher, K-12
Shaw, Kalyn	Teacher, K-12
Urankar, Cari	Teacher, K-12
Phillips, Mary Grace	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Tavares Elementary School Literacy Leadership Team for the 2014-2015 school year will be to increase proficiency rates on the Florida Standards Reading, Writing, and Math Assessments as well as the FCAT Science Assessment. Simultaneously we will work with teachers to increase performance in rigorous coursework (complex text, close reading strategies, writing across the curriculum, writing in response to reading). There will be a greater exposure to authentic student writing across all curriculums. The LLT will hold a 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 LLT will also support special projects including, but not limited to: Read Across America Day in the spring and Dr. Seuss week by having a Seuss Literacy Week. A Seussville carnival will culminate the weeks activites with parent and family fun day of educational activities. Students in grades K-5 will also participate in the Superintendent's Reading Challenge.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Summer writing teams were developed with teachers from every grade level to begin development of the new Florida Standards lesson plans. These teachers met with their grade levels during pre-plan week to begin the process of collaborative development of lesson plans. Each grade level will meet every Thursday in a PLC for collaborative planning purposes. Special Education teachers will work with their respective grade levels at this time. Teachers will meet on the second and fourth Thursday of the month to work specifically on their literacy design component.

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

1. Goal: New teachers will be partnered with veteran staff in order to provide a supportive environment for new teacher development.
Person Responsible: Durenda McKinney, 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, Accelerated Resource Teacher, Content Specialist Teacher, Assistant Principal, CRT, and Principal.

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

The CRT will mentor and coach our first year teachers in areas of need based on the teacher's feedback. Model Classrooms of teachers exhibiting specific strengths in various domains will be available for teachers showing needs. The teacher can do classroom observations and learn strategies to strengthen their practice. The new teacher will also be paired with a mentor teacher in their specific grade level to assist them in school and grade level policies and support of instructional practices. Each mentor has 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). Our new teacher 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. The new teacher is in a co-teach situation with her mentor. They will work together to develop teaching strategies and work through pending concerns.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Each grade level will meet with the leadership team on a weekly basis to review and vet lesson plan development as well as ensure the standards are being taught to their full intent. The leadership team will provide aligned resources and materials to each grade level as lesson development occurs.

Instructional Strategies

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

FAIR data will be used to group students for leveled reading remediation/enrichment. The additional (PAWS) reading program will occur four to five days a week for a thirty minute block of time. These groups are fluid based on review of the latest student data. Classroom teachers will also use both FAIR data as well as other soft ongoing data obtained through instruction to group students into additional fluid reading block time as needed due to poor student achievement.
Math data from multiple sources such as FCAT, Accelerated Math, Moby Max, PENDA, and Star Math will be used to develop small group math groups for both enrichment and remediation. These will be fluid groups providing a minimum of 60 minutes of small group rotations each day. Teachers will work intensively with the lowest quartile on a daily basis.

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: 3,690

School-based after school tutoring is funded by the District Title I Office.
Lower quartile students will receive after school tutoring in the development of needed skills in both math and reading for students in grades three through five. Eligibility for the program is based on their individual student performance on: previous FCAT scores, FAIR, classroom assessments, STAR reading and STAR math assessments. Sessions will run from October 7, 2014 through March 19, 2015. These sessions will be held twice a week for 90 minutes in afternoon sessions. There will be a student teacher ratio of no more than 1:10.

Strategy Rationale

Small groups are needed to give the remediation students more instructional individual attention to the specific strategy being taught.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Le Moyne, Judith Ann, lemoynej@lake.k12.fl.us

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

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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 as assessment instrument to be used with students to determine readiness skills. The instrument is given to incoming kindergarten students prior to the beginning of the school year. The screening results also assist in balancing the kindergarten classes in the fall. In addition, each child is given FLKRS during the first 30 days of school to help determine Pre-Kindergarten readiness skills which the curriculum will need to address.

A "Meet the Teacher" meet and greet event is held in the early evening hours the week before school starts. Students and parents have the opportunity to visit their classrooms and meet their teacher to 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 and to 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

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   At TEL, we will utilize strategies to support Reading, Writing, Speaking and Listening in all content areas to increase achievement and reach targeted AMO's

G2.   At TEL there will be a safe environment, free of bullying, in order for student learning, personal and professional growth, and success for all students which will be closely monitored through our technology-based early warning system and positive behavior support systems.

G3.   At TEL, we will use the Florida Standards to develop, implement, and deliver data driven standards-based instruction in all curriculum areas to increase student achievement and reach targeted AMOs.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. At TEL, we will utilize strategies to support Reading, Writing, Speaking and Listening in all content areas to increase achievement and reach targeted AMO's `1a`

Targets Supported `1b`

G038670

Indicator	Annual Target
FAA Writing Proficiency	33.0
FCAT 2.0 Science Proficiency	56.0
AMO Reading - ELL	59.0
AMO Math - African American	53.0
AMO Math - ELL	54.0
AMO Math - ED	61.0
AMO Math - All Students	69.0
AMO Reading - All Students	75.0
AMO Reading - ED	69.0

Resources Available to Support the Goal `2`

- READING: Accelerated Reader/STAR Enterprise (Grades 1-5), classroom assessments, STAR Reading, My Lexia, Write Score- Reading; Document Based Questioning (Grades 4 and 5); MATH: Accelerated Math; Penda Math; Moby Max. SCIENCE: Science Leveled Readers, Write Score - Science. WRITING: Write Score; My Acess, Response to Literature; Rosetta Stone.

Targeted Barriers to Achieving the Goal `3`

- Inconsistent and/or limited use of the research-based instructional best practices for establishing both student writing and higher order questioning and discourse in the classroom. This inconsistent/limited use may be due to a lack of training in teaching the Florida Standards according to cognitive complexity as well as training in Webb's Depth of Knowledge higher order questioning/generating hypothesis.

Plan to Monitor Progress Toward G1. `8`

On-going progress monitoring by Leadership Team; Weekly progress monitoring through grade level meetings during common planning times and bi-monthly data reviews as well as student products.

Person Responsible

Durenda McKinney

Schedule

Daily, from 8/18/2014 to 6/10/2015

Evidence of Completion

Increase in student mastery of skills; Increase in teacher capacity; Data sources such as FAIR, Science Benchmark Assessments, STAR Reading, STAR Math, Moby Max, Accelerated Math, PENDA, Classroom Assessments, MTSS Interventions, student work samples of complex text.

G2. At TEL there will be a safe environment, free of bullying, in order for student learning, personal and professional growth, and success for all students which will be closely monitored through our technology-based early warning system and positive behavior support systems. 1a

Targets Supported 1b

G038671

Indicator	Annual Target
Attendance Below 90%	2.0
Students exhibiting two or more EWS indicators (Total)	2.0

Resources Available to Support the Goal 2

- LCSB Bully Proofing Your School Initiative, PBS Initiative, FLPBS website and data, Discipline Data

Targeted Barriers to Achieving the Goal 3

- Inconsistent reinforcement and support which erodes high expectations.

Plan to Monitor Progress Toward G2. 8

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 Responsible

Patricia Nave

Schedule

Daily, from 8/15/2014 to 6/10/2015

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 discipline reports as well as FLPBS monitoring reports will be analyzed and reported to all staff quarterly and grade levels monthly. There will be monitoring of Moodle site for coursework completion and artifacts analysis.

G3. At TEL, we will use the Florida Standards to develop, implement, and deliver data driven standards-based instruction in all curriculum areas to increase student achievement and reach targeted AMOs. 1a

🔑 G038673

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	75.0

Resources Available to Support the Goal 2

- READING: Cold Reads (Grades 1-5); Accelerated Reader/STAR Enterprise (Grades 1-5); Document Based Questioning (Grades 4 and 5); Write Score; LCSB Webb's Depth of Knowledge- Blueprints (K-5) My Lexia, Moby Max. MATH: Webb's Depth of Knowledge-LCSB Blueprints (K-5), STEM, Thinking Math Principles, Moby Max, PENDA. WRITING: LCSB Writing Plan, Write Score - Writing. SCIENCE: Write Score- Science, Science Boot Camp, Webb's Depth of Knowledge-LCSB Blueprints (K-5), and My Access.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G3. 8

On-going progress monitoring by Leadership Team. Weekly progress monitoring meetings via grade level common planning vetting of lesson plan development and sharing of resources. There will be additional extended collaborative planning days.

Person Responsible
Durenda McKinney

Schedule
Daily, from 8/18/2014 to 6/5/2015

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, Science Benchmark Assessments, Science Boot Camp, Mini-Assessments, Classroom Assessments, My Lexia, Moby Max, PENDA, MTSS data, and student work samples including but not limited to complex tasks.

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. At TEL, we will utilize strategies to support Reading, Writing, Speaking and Listening in all content areas to increase achievement and reach targeted AMO's 1

🔍 G038670

G1.B1 Inconsistent and/or limited use of the research-based instructional best practices for establishing both student writing and higher order questioning and discourse in the classroom. This inconsistent/limited use may be due to a lack of training in teaching the Florida Standards according to cognitive complexity as well as training in Webb's Depth of Knowledge higher order questioning/generating hypothesis. 2

🔍 B092870

G1.B1.S1 The use of high-yield instructional strategies will be used school-wide for integrating reading and writing in all curriculum areas. 4

🔍 S103856

Strategy Rationale

Students using complex text across content areas will be more likely to develop the skills of complex text writing to successfully meet the challenges of college or career readiness.

Action Step 1 5

Teachers will be provided extended collaborative planning opportunities and support to develop lessons utilizing LCSB Blueprints in rigorous tasks and cross content reading and writing opportunities.

Person Responsible

Judith Ann Le Moyne

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Planning agendas

Action Step 2 `5`

Classroom Walkthroughs will be done each week by leadership team to monitor fidelity in the use of the new Florida Standards and instructional best practices with feedback provided.

Person Responsible

Durenda McKinney

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

CWT Walkthrough calendar and report

Action Step 3 `5`

Teachers will be provided Professional Development in Response to Literature to learn strategies for improving writing.

Person Responsible

Durenda McKinney

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Agenda, Sing-In Sheet

Action Step 4 `5`

Teachers will utilize question stems to assist in high order questioning and promote student discourse.

Person Responsible

Durenda McKinney

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom Walkthroughs

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

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 Responsible

Durenda McKinney

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

There will be an increase in students' achievement; Increase in teacher capacity; Data resources will be monitored through the FAIR, Science Benchmark Assessments, Mini-Classroom Assessments, Write Score - Writing and Write Score - Science, Classroom Assessments, MTSS interventions, and student work samples including but not limited to complex text.

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

On-going Progress monitoring will be done by the Leadership Team; Weekly grade level monitoring will occur through the use of leadership and grade level data reviews which will occur on an on-going basis.

Person Responsible

Durenda McKinney

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Authentic work will be shared at grade level planning sessions with discussion as to the depth of the rigor of the authentic writing across the curriculum. Leadership team will provide weekly classroom walkthroughs for observation and data collection using the DA checklist. Data will be programmed and feedback given to individual grade levels sighting specific trends. Discussion and professional development may result from review of the data. Other data sources to be reviewed will include, but not be limited to, both state and district assessments, as well as classroom assessments.

G2. At TEL there will be a safe environment, free of bullying, in order for student learning, personal and professional growth, and success for all students which will be closely monitored through our technology-based early warning system and positive behavior support systems. 1

G038671

G2.B1 Inconsistent reinforcement and support which erodes high expectations. 2

B092871

G2.B1.S1 Bully Proofing Your School training and Positive Behavior Support Program implementation training of all staff. 4

S103857

Strategy Rationale

The more training the staff has in regards to bullying signs and effective strategies should assist in creating a safer school community. The positive support and reinforcement tied to a rewards system school-wide should aid in building a positive learning environment for all.

Action Step 1 5

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 Responsible

Patricia Nave

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

Action Step 2 5

All staff were provided an overview training as to what PBS is and the 4 initial phases in strategies to be used.

Person Responsible

Patricia Nave

Schedule

On 8/15/2014

Evidence of Completion

Orientation overview power point provided.

Action Step 3 `5`

PBS Team meetings

Person Responsible

Patricia Nave

Schedule

Monthly, from 7/28/2014 to 6/5/2015

Evidence of Completion

Agendas

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

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

Person Responsible

Patricia Nave

Schedule

Weekly, from 8/15/2014 to 6/5/2015

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 Implementation of G2.B1.S1 `7`

Monthly analysis of student data and school-wide trends.

Person Responsible

Patricia Nave

Schedule

Weekly, from 8/18/2014 to 6/5/2015

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, Skyward discipline data, as well as MTSS current behavioral data.

G3. At TEL, we will use the Florida Standards to develop, implement, and deliver data driven standards-based instruction in all curriculum areas to increase student achievement and reach targeted AMOs. [1]

G038673

G3.B1 Inconsistent and/or limited use of research-based instructional practices supporting the development of rigorous tasks and assessments. [2]

B092873

G3.B1.S1 Teachers will develop lessons, tasks and assessments utilizing LCSB Blueprints in order to provide instruction that is aligned to the full intent and rigor of the standards. [4]

S103859

Strategy Rationale

Through the rigor of the daily lesson paired with high yield teaching strategies students will gain a greater depth of knowledge across all content areas.

Action Step 1 [5]

Teachers will be provided extended collaborative planning opportunities and support to develop lessons utilizing the appropriate progression of Webb's DOK; reviewing content; employing multiple checks for understanding; sharing learning goals; using scales and rubrics; and rigorous tasks.

Person Responsible

Durenda McKinney

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Timelines, activities, resources, responsibilities, and professional development established to achieve and monitor student achievement. Weekly grade level PLC and extended collaborative planning opportunities will occur to vet out lesson plans and assessments for rigor.

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

Implementation and review of timelines and met objectives.

Person Responsible

Durenda McKinney

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom walkthroughs; progress monitoring of student data; Increase in mastery of student skills.

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

On-going progress monitoring by the Leadership Team. There will be weekly progress monitoring meetings within the grade levels during common planning times.

Person Responsible

Durenda McKinney

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Increase in student mastery of skills; Increase in teacher capacity. Data sources include, but are not limited to, FAIR, Science Benchmark Assessments, Moby Max, My Lexia, Science Boot Camp, Mentoring Minds, Classroom Assessments, MTSS Interventions, and student work samples. Weekly Leadership meetings to review classroom walkthroughs and data trends.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will be provided extended collaborative planning opportunities and support to develop lessons utilizing LCSB Blueprints in rigorous tasks and cross content reading and writing opportunities.	Le Moyne, Judith Ann	8/18/2014	Lesson Plans, Planning agendas	6/5/2015 weekly
G2.B1.S1.A1	Develop a school-wide systems approach, Positive Behavior Support (PBS), to behavior management throughout the school. Develop student/	Nave, Patricia	8/18/2014	Implementation timelines followed; activities and responsibilities established; resources aligned;	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	staff incentives for success of behaviors.			professional development prioritized, developed, and implemented.	
G3.B1.S1.A1	Teachers will be provided extended collaborative planning opportunities and support to develop lessons utilizing the appropriate progression of Webb's DOK; reviewing content; employing multiple checks for understanding; sharing learning goals; using scales and rubrics; and rigorous tasks.	McKinney, Durenda	8/18/2014	Timelines, activities, resources, responsibilities, and professional development established to achieve and monitor student achievement. Weekly grade level PLC and extended collaborative planning opportunities will occur to vet out lesson plans and assessments for rigor.	6/5/2015 daily
G2.B1.S1.A2	All staff were provided an overview training as to what PBS is and the 4 initial phases in strategies to be used.	Nave, Patricia	8/15/2014	Orientation overview power point provided.	8/15/2014 one-time
G1.B1.S1.A2	Classroom Walkthroughs will be done each week by leadership team to monitor fidelity in the use of the new Florida Standards and instructional best practices with feedback provided.	McKinney, Durenda	8/25/2014	CWT Walkthrough calendar and report	6/5/2015 weekly
G2.B1.S1.A3	PBS Team meetings	Nave, Patricia	7/28/2014	Agendas	6/5/2015 monthly
G1.B1.S1.A3	Teachers will be provided Professional Development in Response to Literature to learn strategies for improving writing.	McKinney, Durenda	8/25/2014	Agenda, Sing-In Sheet	6/5/2015 weekly
G1.B1.S1.A4	Teachers will utilize question stems to assist in high order questioning and promote student discourse.	McKinney, Durenda	8/18/2014	Classroom Walkthroughs	6/5/2015 weekly
G1.MA1	On-going progress monitoring by Leadership Team; Weekly progress monitoring through grade level meetings during common planning times and bi-monthly data reviews as well as student products.	McKinney, Durenda	8/18/2014	Increase in student mastery of skills; Increase in teacher capacity; Data sources such as FAIR, Science Benchmark Assessments, STAR Reading, STAR Math, Moby Max, Accelerated Math, PENDA, Classroom Assessments, MTSS Interventions, student work samples of complex text.	6/10/2015 daily
G1.B1.S1.MA1	On-going Progress monitoring will be done by the Leadership Team; Weekly grade level monitoring will occur through the use of leadership and grade level data reviews which will occur on an on-going basis.	McKinney, Durenda	8/18/2014	Authentic work will be shared at grade level planning sessions with discussion as to the depth of the rigor of the authentic writing across the curriculum. Leadership team will provide weekly classroom walkthroughs for observation and data collection using the DA checklist. Data will be programmed and feedback given to individual grade levels sighting specific trends. Discussion and professional development may result from review of the data. Other data sources to be reviewed will include, but not be limited to, both state and district assessments, as well as classroom assessments.	6/5/2015 daily
G1.B1.S1.MA1	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.	McKinney, Durenda	8/18/2014	There will be an increase in students' achievement; Increase in teacher capacity; Data resources will be monitored through the FAIR, Science Benchmark Assessments, Mini-Classroom Assessments, Write Score - Writing and Write Score - Science, Classroom Assessments, MTSS interventions, and student work samples including but not limited to complex text.	6/5/2015 weekly
G2.MA1	Bully proofing training will be monitored through both Moodle for instructional personnel and interactive training of	Nave, Patricia	8/15/2014	Internal fidelity check and self-monitoring by classroom teachers and PBS Committee members. Grade level	6/10/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	classified. On-going progress monitoring of discipline data and grade level implementation will be observed through classroom walkthroughs.			data meetings will include behavioral analysis discussions. Data sources such as discipline reports as well as FLPBS monitoring reports will be analyzed and reported to all staff quarterly and grade levels monthly. There will be monitoring of Moodle site for coursework completion and artifacts analysis.	
G2.B1.S1.MA1	Monthly analysis of student data and school-wide trends.	Nave, Patricia	8/18/2014	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, Skyward discipline data, as well as MTSS current behavioral data.	6/5/2015 weekly
G2.B1.S1.MA1	Implementation review- identify if timelines and objectives have been met.	Nave, Patricia	8/15/2014	Classroom walkthroughs; monthly analysis of student data; decrease of discipline referrals; increase in use of incentive rewards program for PBS participation.	6/5/2015 weekly
G3.MA1	On-going progress monitoring by Leadership Team. Weekly progress monitoring meetings via grade level common planning vetting of lesson plan development and sharing of resources. There will be additional extended collaborative planning days.	McKinney, Durenda	8/18/2014	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, Science Benchmark Assessments, Science Boot Camp, Mini-Assessments, Classroom Assessments, My Lexia, Moby Max, PENDA, MTSS data, and student work samples including but not limited to complex tasks.	6/5/2015 daily
G3.B1.S1.MA1	On-going progress monitoring by the Leadership Team. There will be weekly progress monitoring meetings within the grade levels during common planning times.	McKinney, Durenda	8/18/2014	Increase in student mastery of skills; Increase in teacher capacity. Data sources include, but are not limited to, FAIR, Science Benchmark Assessments, Moby Max, My Lexia, Science Boot Camp, Mentoring Minds, Classroom Assessments, MTSS Interventions, and student work samples. Weekly Leadership meetings to review classroom walkthroughs and data trends.	6/5/2015 weekly
G3.B1.S1.MA1	Implementation and review of timelines and met objectives.	McKinney, Durenda	8/18/2014	Classroom walkthroughs; progress monitoring of student data; Increase in mastery of student skills.	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. At TEL, we will utilize strategies to support Reading, Writing, Speaking and Listening in all content areas to increase achievement and reach targeted AMO's

G1.B1 Inconsistent and/or limited use of the research-based instructional best practices for establishing both student writing and higher order questioning and discourse in the classroom. This inconsistent/limited use may be due to a lack of training in teaching the Florida Standards according to cognitive complexity as well as training in Webb's Depth of Knowledge higher order questioning/generating hypothesis.

G1.B1.S1 The use of high-yield instructional strategies will be used school-wide for integrating reading and writing in all curriculum areas.

PD Opportunity 1

Teachers will be provided extended collaborative planning opportunities and support to develop lessons utilizing LCSB Blueprints in rigorous tasks and cross content reading and writing opportunities.

Facilitator

CRT, Literacy Coach, Reading Coach, Math Coach, Accelerated Resource Teacher, Content Resource Teacher

Participants

Classroom Teachers, CRT, Literacy Coach, Reading Coach, Math Coach, Accelerated Resource Teacher, Content Resource Teacher, ESE Specialist, and Administration

Schedule

Weekly, from 8/18/2014 to 6/5/2015

PD Opportunity 2

Teachers will be provided Professional Development in Response to Literature to learn strategies for improving writing.

Facilitator

Classroom Teachers, CRT, Literacy Coach, Reading Coach, Math Coach, Accelerated Resource Teacher, Content Resource Teacher, ESE Specialist, and Administration

Participants

Classroom Teachers, CRT, Literacy Coach, Reading Coach, Math Coach, Accelerated Resource Teacher, Content Resource Teacher, ESE Specialist, and Administration

Schedule

Weekly, from 8/25/2014 to 6/5/2015

PD Opportunity 3

Teachers will utilize question stems to assist in high order questioning and promote student discourse.

Facilitator

Classroom teachers, CRT, Literacy Coach, Reading Coach, Accelerated Resource Teacher, Content Resource Teacher, ESE Specialist, and Administration.

Participants

Classroom teachers, CRT, Literacy Coach, Reading Coach, Accelerated Resource Teacher, Content Resource Teacher, ESE Specialist, and Administration.

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G2. At TEL there will be a safe environment, free of bullying, in order for student learning, personal and professional growth, and success for all students which will be closely monitored through our technology-based early warning system and positive behavior support systems.

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

G2.B1.S1 Bully Proofing Your School training and Positive Behavior Support Program implementation training of 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

Schedule

Daily, from 8/18/2014 to 6/5/2015

PD Opportunity 2

All staff were provided an overview training as to what PBS is and the 4 initial phases in strategies to be used.

Facilitator

Pat Nave

Participants

Entire staff

Schedule

On 8/15/2014

PD Opportunity 3

PBS Team meetings

Facilitator

Pat Nave

Participants

PBS Committee consisting of grade level personnel.

Schedule

Monthly, from 7/28/2014 to 6/5/2015

G3. At TEL, we will use the Florida Standards to develop, implement, and deliver data driven standards-based instruction in all curriculum areas to increase student achievement and reach targeted AMOs.

G3.B1 Inconsistent and/or limited use of research-based instructional practices supporting the development of rigorous tasks and assessments.

G3.B1.S1 Teachers will develop lessons, tasks and assessments utilizing LCSB Blueprints in order to provide instruction that is aligned to the full intent and rigor of the standards.

PD Opportunity 1

Teachers will be provided extended collaborative planning opportunities and support to develop lessons utilizing the appropriate progression of Webb's DOK; reviewing content; employing multiple checks for understanding; sharing learning goals; using scales and rubrics; and rigorous tasks.

Facilitator

CRT, Literacy Coach, Reading Coach, Math Coach, Accelerated Resource Teacher, Content Resource Teacher

Participants

Classroom Teachers, CRT, Literacy Coach, Reading Coach, Math Coach, Accelerated Resource Teacher, Content Resource Teacher, ESE Specialist, and Administration

Schedule

Daily, from 8/18/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: At TEL, we will utilize strategies to support Reading, Writing, Speaking and Listening in all content areas to increase achievement and reach targeted AMO's	5,500
Goal 3: At TEL, we will use the Florida Standards to develop, implement, and deliver data driven standards-based instruction in all curriculum areas to increase student achievement and reach targeted AMOs.	38,000
Grand Total	**43,500**

Goal 1: At TEL, we will utilize strategies to support Reading, Writing, Speaking and Listening in all content areas to increase achievement and reach targeted AMO's		
Description	**Source**	**Total**
B1.S1.A3 - Response to Literature	Title I Part A	5,500
Total Goal 1		**5,500**

Goal 3: At TEL, we will use the Florida Standards to develop, implement, and deliver data driven standards-based instruction in all curriculum areas to increase student achievement and reach targeted AMOs.		
Description	**Source**	**Total**
B1.S1.A1 - Collaborative planning days for extended planning opportunities will occur throughout the year.	School Improvement Funds	15,000
B1.S1.A1 - Science Boot Camp	AARA	8,000
B1.S1.A1 - Mentoring Minds	AARA	15,000
Total Goal 3		**38,000**