Triangle Elementary School

2014-15 School Improvement Plan

Triangle Elementary School

1707 EUDORA RD, Mount Dora, FL 32757

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

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	Yes	82%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	56%

School Grades History

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

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

Triangle Elementary is committed to a shared purpose and direction. We maintain expectations for student learning which are aligned with our school vision. School personnel and all other stakeholders support our shared purpose, vision, and mission. Our expectations serve as the focus for assessing student performance and effectiveness. Triangle's vision guides allocations of time as well as human, material, and fiscal resources.
**MISSION: The mission of Triangle Elementary School is to empower students to achieve, excel, and celebrate life-long learning.
**STUDENT PLEDGE: Today, I will work hard to achieve, excel, and celebrate life-long learning.
**BELIEF STATEMENTS:
--All Triangle students are learners.
--The Triangle staff strives to meet the unique learning needs of all students.
--Teaching and learning occur in a safe and orderly environment.
--Resources and services support effective teaching and learning.
--Our staff encourages students and community to value tolerance, respect, and self-esteem.
--Our staff members continue to be active learners.
--Our school and community serve and support one another.
--Our school, with parent and community involvement, plans for continued improvement.

Provide the school's vision statement

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

School Environment

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

With a 56% minority rate and 82% of the student population receiving free/reduced lunch, it is a top priority at TRES to provide opportunities for teachers and students to build relationships and learn about diverse cultures. TRES hosts several Family Academic Nights throughout the school year: Science, Literacy, and Math. At each of these events, we invite members in the community representative of our student population - successful businessmen, public servants, and college educated professionals. Additionally, our Wonderful Wednesday initiative (a special academic Wednesday schedule designed for teacher common planning and in-school field trips) has allowed us to bring in culturally diverse members of our local community - African American inventors and authors as part of Black History Month. Additionally, several of our staff members have been trained through Title I on culturally responsive classrooms.

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

TRES is a Positive Behavior Support (PBS) school. For five consecutive years, all staff members have worked collegially to develop common classroom, hallway, cafeteria, and playground procedures to ensure a safe and orderly environment for our students - before, during, and after school. These routines are practiced and reinforced throughout the year. Additionally, teachers build

PBS lessons into their lesson plans for the first month of school and "refresher" lessons are given when necessary throughout the school year (teachable moments). For the 14-15 school year, our PBS system will be extended onto the buses (before and after) as well.

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

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our TRES PBS program also includes a mentoring program, 'Manatee Mates', where school personnel have been assigned to students in the bottom quartile to provide mentoring, academic, and social skills support.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/54449.

Description

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

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

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

**Additionally, for the 14-15 school year, we will continue a school-wide initiative (started during the

13-14 school year) to boost both student achievement and community involvement – Wonderful Wednesday. Seeing the need for teachers to have additional time to plan and collaborate to meet the demands of the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS), we designed an instructional schedule so that each grade level of teachers would have an entire planning day every six weeks. As the teachers work collaboratively to deconstruct the standards, analyze student data, and create lessons and assessments, their students will receive a full day of thematic instruction by the Specials Team and Instructional Coaches. To make the day more meaningful for the students, and to tap in the many resources within our community, we will continue to bring in fieldtrips and guest speakers. Community members/parents have generously donated their time and expertise to make all of these events successful - including but not limited to grade level career days, math and science enrichment events, and the fine arts.

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
Billar, Kathy	Principal
Frazier, Whitney	Instructional Coach
Boston, Rhonda	Instructional Coach
Gardner, Maggie	Instructional Coach
Gelb, Jac	Other
Textor, Christina	Instructional Coach
McGuire, Linda	Guidance Counselor
Brouhard, Nicole	Instructional Coach
Gottfried, Mim	Assistant Principal

Duties

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

The school-based Leadership team consists of the Principal, Assistant Principal, MTSS Resource Teacher, Guidance Counselor, Literacy Coach, Math/Science Coach, ESE Specialist, School Psychologist, Acceleration Resource Teacher, and Curriculum Resource Teacher. The leadership team meets weekly to discuss/report the following:
1. Core Instruction alignment among grade levels (instructional planning and delivery is standards-based, data-driven, and differentiated by student)
**Person(s) Responsible: Instructional Coaches/CRT; Administration
2. Student center time and alignment to whole group lesson (that the tasks are rigorous and match required DOK)
**Person(s) Responsible: Instructional Coaches/CRT; Administration
3. School-wide data (FAIR, SIPPS, FLKRS, student grades)
**Person(s) Responsible: Instructional Coaches/CRT; Administration
4. Early warning systems (attendance, discipline, PBS)
**Person(s) Responsible: CRT/ART; MTSS Coach; Guidance; Administration
5. Bottom quartile status, including retention students

**Person(s) Responsible: MTSS Coach; ESE Specialist; ART/CRT; Administration
6. MTSS status
**Person(s) Responsible: Instructional Coaches/CRT/ART; Administration
7. ESE/ELL status
**Person(s) Responsible: ESE Specialist; Guidance; ART; Administration
8. Professional development needs
**Person(s) Responsible: Instructional Coaches; Administration
9. Support/celebrations
** All members

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

**MTSS
--The school-based MTSS Leadership team consists of the Principal, Assistant Principal, MTSS Resource Teacher, Guidance Counselor, Literacy Coach, Math/Science Coach, ESE Specialist, School Psychologist, and Curriculum Resource Teacher. The function and responsibility of each member is to create a system of supports for both the classroom teacher and individual students according to the intervention design outlined in the MTSS process. It is a collaborative process with systematic 'checks and balances' to determine the effectiveness of the intervention plan based on the student's response to the intervention. Adjustments/modifications are made to the plan when necessary and done so in consultation of each member's area of expertise.
--The TRE MTSS data-based problem-solving process is an extension of the LCS district process. The MTSS team consists of It is a formal process of tiered analysis. The process begins with organizing and planning. Teachers in conjunction with school-based leadership disaggregate data by looking at test scores of specific student subgroups to identify patterns and trends related to both school-wide and individual classroom teaching and learning processes. Individual student data is also examined to determine effectiveness of core instruction, resource allocation, teacher support systems, and small group instruction. If adequate progress is not achieved for targeted students according to MTSS and SIP structures, interventions beyond Tier 1 are implemented (Tiers 2 and 3). The intervention design includes a student performance goal, developing a intervention plan to address the goal, and using progress monitoring data to evaluate the effectiveness of the intervention plan (Tier 2). If the student's response to the intervention does not lead toward achievement toward the performance goal more intensive, individualized interventions and supports are implemented (Tier 3). These supports include but are not limited to the most intense instruction and interventions-increased time, narrowed focus, reduced group size-based upon individual student needs provided in addition to and aligned with Tier 1 and 2 academic instruction and supports.
**TITLE I, PART A
The county's title services department coordinates the funding which Triangle utilizes to help students improve their academic achievement. These opportunities include additional instructional personnel targeted at assisting with lower quartile student subgroups, materials for mathematics and reading, funding for professional development and remediation, intervention and after school tutoring. Special attention will be given to the subgroups not making target AMO in 2013-2014. For reading and mathematics, these subgroups are: white, students with disabilities, economically disadvantaged, black, and ELL. Title I personnel responsible for additional support for targeted subgroups include (but not limited to) FSL, RtI/MTSS Coach, PK teacher, and corresponding grade level teacher assistants funded by Title I. Academic instructional coaches will also provide support (Literacy Coach, CRT, and Math/Science Coach).
**TITLE I, PART C - MIGRANT
Migrant Education Program (MEP) staff provide services and support to eligible students and parents.

The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.
**TITLE I, PART D
The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.
**TITLE II
The Curriculum Department coordinates funding for technology aimed at increasing student achievement. Funding for professional development is coordinated through the curriculum department at the district level. On the school level, the assistant principal, curriculum specialist, the technology contact, and the family liaison work with the principal to ensure compliance with guidelines and assistance to children and families.
**TITLE III
The Curriculum Department coordinates funding for services to English Language Learners through a partnership with the district curriculum department and the school's ELL coordinator with support from the family liaison. The purpose of this funding is to ensure that appropriate services are provided to ELL students. Supplemental instructional materials include (but are not limited to) Rosetta Stone.
**TITLE X- HOMELESS
The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.
**SUPPLEMENTAL ACADEMIC INSTRUCTION (SAI)
SAI funds will be combined with the Title I funds to provide additional services to low performing subgroups in the area of mathematics and reading. This assistance will include, but not be limited to, before and after school remediation programs.
**VIOLENCE PREVENTION PROGRAMS
Triangle Elementary participates in the Too Good for Drugs prevention programs. In addition, we have a school wide PBS (Positive Behavior System) that promotes positive behavior, as well as an anti-bullying program.
**NUTRITION PROGRAMS
The school participates in the free and reduced lunch programs, providing daily breakfast and lunch to our students; 82% of which are economically disadvantaged.
**HOUSING PROGRAMS
N/A

School Advisory Council (SAC)

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

Name	Stakeholder Group
Kathy Billar	Principal
Roberto Garcia	Teacher
Maggie Gardner	Teacher
Nicole Brouhard	Teacher
Anthony Gilcrease	Education Support Employee
Chris Delibro	Business/Community
Daryl Ross	Business/Community
Vernicia Hutto	Parent
Andrea Fowler	Parent
Miroslava Lawton	Parent
Sarah White	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

**TRES SAC played an integral role in the evaluation of the 13-14 SIP. SAC members were provided monthly updates regarding fidelity to the plan and supporting evidence: school-wide systems and events; EWS data; and grade level data (FAIR, SIPPS, LCS benchmark assessments). SAC members comments, questions, and concerns were addressed and noted in the minutes.

Development of this school improvement plan

**The process used to engage a variety of stakeholders in the development and/or evaluation of Triangle Elementary's school improvement plan is transparent and inclusive. Vested stakeholders include teachers, parents, business partners, community members, and students. On an annual basis, a formal process is followed.
**School Leadership analyzes common themes and trends in data regarding Stakeholder Feedback Surveys (Parent, Student, and Staff survey data). Areas of notable achievement and areas that need improvement are reviewed. Additionally, Florida Comprehensive Assessment Test (FCAT) student performance data is analyzed. The data is disaggregated by grade level, subject area (Reading, Math, Science, and Writing), and subgroup. Ancillary data including attendance and disciplinary actions are also considered. A draft of the plan is written and further developed once Annual Measureable Objectives (AMOs) are released from the Florida Department of Education. These initial steps in the process are completed prior to meeting with the School Advisory Committee (SAC).
**Members of the School Advisory Committee vote to approve the proposed plan. Members of the SAC include the aforementioned stakeholders and reflect both the student population and community the school serves. Members are encouraged to provide suggestions and/or comments regarding the quality and scope of the plan. SAC members receive annual training regarding their roles and responsibilities as members. The SAC is required to meet a minimum of eight times within a calendar year and meetings are held in the evenings to accommodate member schedules. Minutes for every meeting are filed.
**As a Title I school, our School Improvement Plan is also closely tied to both our annual Title I Plan and Parent Involvement Plan. Both plans are reviewed by a district Title I program specialist assigned to our school. Additionally, Triangle hosts an Annual Title I Parent Meeting to present the contents of each of the three plans. An evening meeting is scheduled in conjunction with our Annual Parent University/Open House and a second meeting is scheduled separately on a weekday morning.

Participants of both meetings are encouraged to provide suggestions and/or comments regarding the quality and scope of the plan. Minutes for each meeting are filed.

Preparation of the school's annual budget and plan

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

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

School improvement funds ($2150.00) will be allocated for school wide positive behavior support systems (Manatee Marketplace).

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
Billar, Kathy	Principal
Frazier, Whitney	Instructional Coach
Gardner, Maggie	Instructional Coach
Boston, Rhonda	Instructional Coach
Textor, Christina	Instructional Coach
Gelb, Jac	Other
Bame, Connie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team's major initiative for this year is to increase proficiency rates on the Florida Standards Reading and Writing Assessments as well as increase performance in rigorous coursework (complex text, close reading strategies, writing across the curriculum, writing in response to reading). To achieve this initiative, emphasis will be placed on greater exposure to complex text and authentic student writing. Special projects include: Family Literacy Fair, Literacy Week, and Read Across America.

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

To encourage positive working relationships between teachers, including collaborative planning and instruction, TRES is employing the following strategies:
**PROFESSIONAL LEARNING COMMUNITIES
Professional learning communities will target the following three areas: (1) standards-based instructional planning and delivery, (2) using data to differentiate instruction, and (3) writing across the curriculum. PLCS are scheduled for the 1st, 2nd, and 4th Thursdays of the month.
**COMMON PLANNING
Common planning will take planning during grade level planning times Mondays and Tuesdays. The purpose of those planning times are to address 3 areas:
---Instructional Planning and Delivery
1. What is it we want and expect students to learn?
2. How will they learn it?
3. How will we know when they have learned it?
4. How will we respond if they don't learn it? AND/OR How will we respond to those who already know it?
---Analyzing Data
1. Did the assessment we administered measure the skills and/or concepts that we needed to monitor? Why or why not?
2. Which questions had a high number of correct responses? Why?
3. Which questions were left blank, had a low response rate, and/or had a high number of incorrect responses?
4. What question or questions seem most difficult for students? On which concepts will we need to give focused and direct instruction?
5. What learning needs are evident?
---Analyzing Authentic Student Work/Writing
1. What is a sample of an ideal/proficient response? (Do we know what we consider proficient? Do we agree on what proficiency looks like?)
2. What are the strengths of the student responses we have collected? Why?
3. What are the weaknesses of the student responses we have collected? Why?
4. Do any responses stand out? For what reasons?
5. What learning needs are evident? (content/accuracy of writing versus conventions)
**WONDERFUL WEDNESDAY:
Seeing the need for teachers to have additional time to plan and collaborate to meet the demands of the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS), we designed an instructional schedule so that each grade level of teachers would have an entire planning day every six weeks. As the teachers work collaboratively to deconstruct the standards, analyze student data, and create lessons and assessments, their students receive a full day of thematic instruction by the Specials Team and Instructional Coaches.

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

**Four strategies will be employed to recruit and retain highly qualified, certified-in-field, effective teachers:
1. Regularly scheduled meetings of new teachers with principal
---Goal: To facilitate formal and informal communication of needs and teacher performance expectations
---Person responsible: Kathy Billar, Principal
2. Partnering new teachers with veteran staff and/or mentors
---Goal: To provide a supportive environment conducive to new teacher development
---Person Responsible: Miriam Gottfried, Assistant Principal
3. District provided "TOPS" training
---Goal: To provide training on Florida Educator Accomplished Practices (FEAPs) and orientation of LCS vision, mission, and governing policies.

---Persons Responsible: District Personnel, Instructional Coaches
4. Weekly Grade Level Meetings
---Goal: To provide instructional and curricular support
---Person(s) Responsible: Grade Chairs, Mentors, and Principal

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

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

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

To ensure that TRES core instructional programs and materials are aligned to Florida's Standards, the following non-negotiables have been created:
CLASSROOM INSTRUCTION:
1. Fidelity to LCS Curriculum Blueprints in all content areas K-5.
2. Lesson planning and delivery to match the rigor of Florida Core Standards, both cognitive complexity and depth of knowledge K-5.
4. Use Webb's Depth of Knowledge (DOK) for higher order questioning and discourse.
5. Use cognitive complexity and depth of knowledge for the development and execution of rigorous tasks and assessments K-5.
SCHOOL-WIDE SYSTEMS:
1. Monthly grade level data chats during common planning supported by leadership team.
2. Common planning in all grade levels to include curriculum planning, high-yield instructional strategies, and evaluation of authentic student work/writing supported by leadership team (K-5).
3. Use of common board configurations with learning goal, daily objective, ticket out (student product) and learning scale school wide K-5.
4. Use of school-based initiatives (Thinking Maps, Thinking Math, Complex Text/Close Reading, School-Based Writing Plan)

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

TRE'S instructional focus for the year is standards-based, data-driven instructional planning and delivery. Planning and delivery is differentiated based upon the needs of the students. A triangulation of data is used:

**GRADES 4-5 - FCAT Data, FAIR Data, ELA/MATH grades (previous year)
**GRADES 1-3 - FAIR Data, Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) Data, ELA/MATH grades (previous year)
**GRADE K - School-based Kindergarten Screener, Florida Kindergarten Readiness Screener (FLKRS), and teacher observation of skills
---Based upon these data sets, teachers will establish small groups and work stations/centers according to mastery of skills.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,160

**School-Based Triangle After-School Tutoring (District Title I Funding)
---The purpose of this program is to address the needs of our bottom-quartile students in both reading and math grades 3, 4, and 5. Eligibility for the program is based upon the following student performance data: previous FCAT scores, FAIR, and classroom coursework. There are two nine-week sessions; two days per week after school.

Strategy Rationale

To 'fill in the gaps' in student skills mastery in both reading and math aligned to core instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gardner, Maggie, gardnerm@lake.k12.fl.us

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

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

Strategy: Extended School Day

Minutes added to school year: 1,260

Collaborative Planning/Vertical Alignment Grades K-5

Strategy Rationale

---To provide additional time for teachers to plan and collaborate to meet the demands of Florida Standards - LAFS and MAFS - that will ultimately effect student readiness/achievement on the Florida Standards Assessment and End of Course Exams.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Billar, Kathy, billark@lake.k12.fl.us

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

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

Strategy: Extended School Day

Minutes added to school year: 600

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

Strategy Rationale

To enrich student learning via project-based learning (both short-term and on-going) that integrates STEM curriculum with writing.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Brouhard, Nicole, brouhardn@lake.k12.fl.us

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

Two data sets with be used to determine the effectiveness of the strategy: (1) performance in STEM competition and (2) student performance on Florida Standards Assessment.

Strategy: After School Program

Minutes added to school year: 9,600

Extended Learning Care (ELC) Homework Help

Strategy Rationale

To provide an additional hour 5 days a week of additional help with homework strategies to support core instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Billar, Kathy, billark@lake.k12.fl.us

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

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

Strategy: Extended School Day

Minutes added to school year: 3,600

LCS Extended Bell Schedule

Strategy Rationale

A uniform bell schedule was proposed as part of the redesign opportunity outlined in the EngageLCS initiative. Through the $1.2 million, grant-funded EngageLCS project, Lake County Schools is evaluating the best use of its existing financial resources to ensure students continue to get a great education. The new bell schedule adds twenty minutes daily to the elementary schedule.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Billar, Kathy, billark@lake.k12.fl.us

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

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

Strategy: After School Program

Minutes added to school year: 2,160

**School-Based Triangle After-School Tutoring (United Way Funding)
---The purpose of this program is to address the needs of our bottom-quartile students in both reading and math in grade 2. Eligibility for the program is based upon the following student performance data: FAIR, SIPPS, and classroom coursework. There will be one six-week session; two days per week after school.

Strategy Rationale

To 'fill in the gaps' in student skills mastery in both reading and math aligned to core instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gardner, Maggie, gardnerm@lake.k12.fl.us

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

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

Strategy: After School Program

Minutes added to school year: 8,100

**Wednesday After School Professional Development (Post Faculty Meeting/Contract Time)

Strategy Rationale

---To provide additional time for teachers to plan and collaborate to meet the demands of Florida Standards - LAFS and MAFS - that will ultimately effect student readiness/achievement on the Florida Standards Assessment and End of Course Exams.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Billar, Kathy, billark@lake.k12.fl.us

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

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

Strategy: Before School Program

Minutes added to school year: 1,800

**School-Based Morning Math Program in Computer Lab
---The purpose of this program is to address the needs of our bottom-quartile students in math grades 3, 4, and 5. Eligibility for the program is based upon the following student performance data: previous FCAT scores, Lake Benchmark Assessments, and classroom coursework. Priority is given to students scoring Levels 1 or 2. The program runs five days a week for 30 minutes before school.

Strategy Rationale

To 'fill in the gaps' in student skills mastery in math aligned to core instruction. The target group are students scoring Levels 2 & 3 on FCAT.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Textor, Christina, textorc@lake.k12.fl.us

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

Data is collected from multiple sources to determine the effectiveness of the morning math program. Two computer based programs, Voyager Math and PENDA, provide the curricular focus. Each program generates individual student performance reports detailing mastery of assigned skills. Mastery must be achieved prior to a student moving on to the next skill. Teacher generated assessments are also used to check for student understanding. This helps to identify which students are learning, which students need more help, and how to stay on track. Small groups and one-on-one instruction is also provided.

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

(1) Voluntary Preschool (VPK) is offered during the regular school year to assist in readiness skills for Kindergarten. Triangle offers one full day Pre-K funded half by Title 1 and half by LCS VPK program. The county PLAY Center helps identify, set up services, and refer students to Triangle for early intervention in ESE Pre-K. Our community is also provided with VPK summer services through the county at a nearby location.
(2) Triangle Elementary offers "Kindergarten Round Up" in the spring to orient and provide parents and students with information regarding curriculum, services, schedules, and special events. FLKRS (Florida Kindergarten Readiness Screener) is administered within the first 30 days of Kindergarten to determine readiness skills and to assess current programs for preschoolers.

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 TRES, instructional planning and delivery will be standards-based, data-driven, and differentiated to be student specific (learning styles/abilities) in all curriculum areas to increase student achievement and reach target AMOs for all subgroups.

G2.   At TRES, consistent and deliberate implementation of higher order questioning and discourse, rigorous tasks and assessments, and authentic student writing will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups.

G3.   At TRES, a safe environment conducive to learning, personal growth, and success for all students will be created by closely monitoring early warning systems: attendance, discipline referrals, and alleged/reported bullying incidents.

G4.   At TRES, instructional technology will be incorporated in all curriculum areas to increase student engagement and support the 21st Century Skills initiative for student competitiveness in a global society.

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 TRES, instructional planning and delivery will be standards-based, data-driven, and differentiated to be student specific (learning styles/abilities) in all curriculum areas to increase student achievement and reach target AMOs for all subgroups. 1a

Targets Supported 1b

🔍 G039410

Indicator	Annual Target
AMO Math - All Students	66.0
AMO Reading - All Students	66.0
Math Gains	56.0
Math Lowest 25% Gains	52.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	78.0
FCAT 2.0 Science Proficiency	58.0
AMO Math - African American	59.0
AMO Math - ED	63.0
AMO Math - ELL	51.0
AMO Math - Hispanic	56.0
AMO Math - SWD	65.0
AMO Math - White	75.0
AMO Reading - African American	59.0
AMO Reading - ED	63.0
AMO Reading - ELL	54.0
AMO Reading - Hispanic	53.0
AMO Reading - SWD	63.0
AMO Reading - White	75.0
CELLA Listening/Speaking Proficiency	51.0
CELLA Reading Proficiency	51.0
FAA Reading Proficiency	85.0

Resources Available to Support the Goal 2

- **READING: LCS Blueprints (K-5); UCF iStation; SIPPS (1-5); Rosetta Stone (ELL students 1-5); Cold Reads (1-5); MyOn Reader (K-5); Accelerated Reader (2-5); School-Based Book of the Month/Season (K-5); Title I iPads/Apps (3-5); Greater access to high interest complex text/ informational text (Pearson Wonders Basal) **MATH: LCS Blueprints (K-5); Essential Skills Math (K-1); Voyager Math (2-5); PENDA (4th/5th grade math and science); iPads/Apps; STEM; Math in Physical Education **WRITING: LCS Writing Plan and expectations (Thinking Maps to authentic student writing) **SCIENCE: PENDA Science **OVERALL: Cooperative Structures & Strategies; Thinking Maps; Thinking Math

Targeted Barriers to Achieving the Goal 3

- Inconsistent and/or limited use of the following (school-wide): (a) Small groups and centers differentiated based on student data and needs; (b) Small groups and centers aligned to the Florida Standards. This inconsistency/limited use is due to a lack of training in data analysis; deconstruction of standards; and differentiated instruction. Accordingly, time to address these issues is a concern.

Plan to Monitor Progress Toward G1. `8`

The ultimate goal is to have teachers evaluate the effectiveness of their own small groups and centers and modify when needed according collaborative planning discussions/work (teacher capacity to analyze data, differentiate instruction, and deconstruct the new Florida Standards).

Person Responsible
Kathy Billar

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

Evidence of Completion
Teacher data chats with leadership team; classroom walk-throughs; lesson plans reflect alignment to Florida Standards and integration of anchor standards across the curriculum; ultimately an increase in student achievement.

G2. At TRES, consistent and deliberate implementation of higher order questioning and discourse, rigorous tasks and assessments, and authentic student writing will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups. `1a`

Targets Supported `1b`

🔍 G039422

Indicator	Annual Target
AMO Math - All Students	66.0
AMO Reading - All Students	66.0
Math Gains	56.0
Math Lowest 25% Gains	52.0
ELA/Reading Gains	76.0
ELA/Reading Lowest 25% Gains	78.0
FCAT 2.0 Science Proficiency	58.0
AMO Math - African American	59.0
AMO Math - ED	63.0
AMO Math - ELL	51.0
AMO Math - Hispanic	56.0
AMO Math - SWD	65.0
AMO Math - White	75.0
AMO Reading - African American	59.0
AMO Reading - ED	63.0
AMO Reading - ELL	54.0
AMO Reading - Hispanic	53.0
AMO Reading - SWD	63.0
AMO Reading - White	75.0
CELLA Listening/Speaking Proficiency	51.0
CELLA Reading Proficiency	51.0
FAA Reading Proficiency	85.0

Resources Available to Support the Goal `2`

- **READING: LCS Blueprints (K-5); UCF iStation; SIPPS (1-5); Rosetta Stone (ELL students 1-5); Cold Reads (1-5); MyOn Reader (K-5); Accelerated Reader (2-5); School-Based Book of the Month/Season (K-5); Title I iPads/Apps (3-5); Greater access to high interest complex text/ informational text (Pearson Wonders Basal) **MATH: LCS Blueprints (K-5); Essential Skills Math (K-1); Voyager Math (2-5); PENDA (4th/5th grade math and science); iPads/Apps; STEM; Math in Physical Education **WRITING: LCS Writing Plan and Expectations (Thinking Maps to authentic student writing) **SCIENCE: PENDA Science **OVERALL: Cooperative Structures & Strategies; Thinking Maps; Thinking Math

Targeted Barriers to Achieving the Goal `3`

- Inconsistent and/or limited use of the following (school-wide): (a) grade level assignments that incorporate multiple standards and reflect a high level of cognitive complexity; (b) teachers modeling and scaffolding HOQs during instruction; (c) students asking and posing HOQs to test and generate hypotheses. This inconsistency/limited use is due to a lack of training in teaching the new Florida Standards according to cognitive complexity and DOK; and higher order questioning/generating hypotheses. Accordingly, time to address these issues is a concern.

Plan to Monitor Progress Toward G2. `8`

The ultimate goal is to have students completing grade level assignments that: (1) reflect a high level of cognitive complexity; (2) allow them to make real-world connections/generate hypotheses; and (3) write/create to demonstrate their own thinking and learning across the curriculum.

Person Responsible
Kathy Billar

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

Evidence of Completion
Fidelity to common planning schedule and process; teacher lesson plans reflect planning, modeling, and scaffolding HOQs during instruction; during classroom walkthroughs students are asking and posing HOQs; student work samples posted reflect the appropriate level of DOK and demonstrate students using assignments to make real-world connections; ultimate increase in student achievement.

G3. At TRES, a safe environment conducive to learning, personal growth, and success for all students will be created by closely monitoring early warning systems: attendance, discipline referrals, and alleged/reported bullying incidents. 1a

Targets Supported 1b

G039423

Indicator	Annual Target
Attendance rate	98.0
Attendance Below 90%	5.0
Truancy rate	5.0
Discipline incidents	18.0
2+ Behavior Referrals	4.0
One or More Suspensions	21.0
Students exhibiting two or more EWS indicators (Total)	20.0

Resources Available to Support the Goal 2

- School-based PBS program; LCS Decision Ed Early Warning Systems Reports; MTSS

Targeted Barriers to Achieving the Goal 3

- Inconsistent and/or limited application of school-wide PBS strategies by TRES Staff

Plan to Monitor Progress Toward G3. 8

The ultimate goal is to have PBS structures and strategies aligned to support MTSS and EWS data trends so that ALL students (especially those identified as 'at-risk') receive the necessary support both socially and academically.

Person Responsible

Mim Gottfried

Schedule

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

Evidence of Completion

PBS and EWS data; A reduction in the following: (1) number of truant students, (2) students with less than 90% attendance, (3) discipline referrals and in/out-of-school suspensions.

G4. At TRES, instructional technology will be incorporated in all curriculum areas to increase student engagement and support the 21st Century Skills initiative for student competitiveness in a global society. 1a

Targets Supported 1b

G050956

Indicator	Annual Target
AMO Math - All Students	66.0
AMO Reading - All Students	66.0
FCAT 2.0 Science Proficiency	58.0
Attendance rate	98.0

Resources Available to Support the Goal 2

- Computers, iPads, computer-based curriculum (Accelerated Reader; Istation; PENDA)

Targeted Barriers to Achieving the Goal 3

- Reliability of technology (capacity, functionality, and maintenance)

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 TRES, instructional planning and delivery will be standards-based, data-driven, and differentiated to be student specific (learning styles/abilities) in all curriculum areas to increase student achievement and reach target AMOs for all subgroups. 1

🔑 G039410

G1.B1 Inconsistent and/or limited use of the following (school-wide): (a) Small groups and centers differentiated based on student data and needs; (b) Small groups and centers aligned to the Florida Standards. This inconsistency/limited use is due to a lack of training in data analysis; deconstruction of standards; and differentiated instruction. Accordingly, time to address these issues is a concern. 2

🔑 B095018

G1.B1.S1 To address these inconsistencies, the following three actions will occur: (1) grade level common planning time supported by leadership team; (2) PLCs; (3) school-wide non-negotiables for instructional planning and delivery. 4

🔑 S106506

Strategy Rationale

Having explicit/clearly stated expectations for instructional planning and delivery ensures best practices in instruction to move from intentionally structured to culturally embedded. Time specifically dedicated to these actions is also important.

Action Step 1 5

Dedicate time, resources, and training to reinforce TRES teachers' skill set in standards-based instruction, data analysis, and differentiated instruction.

Person Responsible

Kathy Billar

Schedule

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

Evidence of Completion

An established common planning/PLC schedule with clearly defined protocol for time spent and expected product (by grade level and school-wide).

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

Provide the necessary time and resources to create a school environment conducive to common planning and PLCs.

Person Responsible

Kathy Billar

Schedule

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

Evidence of Completion

Time, scheduling, and resources allocated to common planning/PLCs; teacher training in expected outcomes by instructional coaches.

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

Common planning is consistent, monitored, and supported school-wide.

Person Responsible

Kathy Billar

Schedule

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

Evidence of Completion

Fidelity to common planning schedule and process; teacher lesson plans reflect small groups and centers aligned to the rigor of the standards and are differentiated based on student data and needs.

G2. At TRES, consistent and deliberate implementation of higher order questioning and discourse, rigorous tasks and assessments, and authentic student writing will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups. 1

G039422

G2.B1 Inconsistent and/or limited use of the following (school-wide): (a) grade level assignments that incorporate multiple standards and reflect a high level of cognitive complexity; (b) teachers modeling and scaffolding HOQs during instruction; (c) students asking and posing HOQs to test and generate hypotheses. This inconsistency/limited use is due to a lack of training in teaching the new Florida Standards according to cognitive complexity and DOK; and higher order questioning/generating hypotheses. Accordingly, time to address these issues is a concern. 2

B095428

G2.B1.S1 To address these inconsistencies, the following three actions will occur: (1) grade level common planning time supported by leadership team; (2) PLCs; (3) school-wide non-negotiables for instructional planning and delivery. 4

S106569

Strategy Rationale

Having explicit/clearly stated expectations for instructional planning and delivery allows best practices in instruction to move from intentionally structured to culturally embedded.

Action Step 1 5

Dedicate time, resources, and training to reinforce TRES teachers' skill set in HOQ and discourse, rigorous tasks and assessments, and cross-curricular writing.

Person Responsible

Kathy Billar

Schedule

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

Evidence of Completion

An established common planning/PLC schedule with clearly defined protocol for time spent and expected product (by grade level and school-wide).

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

Provide the necessary time and resources to create a school environment conducive to common planning and PLCs.

Person Responsible

Kathy Billar

Schedule

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

Evidence of Completion

Time, scheduling, and resources allocated to common planning/PLCs; teacher training in expected outcomes by instructional coaches.

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

Common planning is consistent, monitored, and supported school-wide.

Person Responsible

Kathy Billar

Schedule

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

Evidence of Completion

Fidelity to common planning schedule and process; teacher lesson plans reflect planning, modeling, and scaffolding HOQs during instruction; during classroom walkthroughs students are asking and posing HOQs; student work samples posted reflect the appropriate level of DOK and demonstrate students using assignments to make real-world connections.

G3. At TRES, a safe environment conducive to learning, personal growth, and success for all students will be created by closely monitoring early warning systems: attendance, discipline referrals, and alleged/reported bullying incidents. [1]

🔍 G039423

G3.B1 Inconsistent and/or limited application of school-wide PBS strategies by TRES Staff [2]

🔍 B095530

G3.B1.S1 To proactively maintain a safe and orderly school environment, PBS updates/trainings will be given according to school-wide EWS trends. [4]

🔍 S106678

Strategy Rationale

PBS structures provide teachers with tools/strategies to help teach students positive social, emotional, and academic behaviors.

Action Step 1 [5]

Dedicate time, resources, and training to reinforce TRES teachers' skill set in PBS strategies.

Person Responsible

Mim Gottfried

Schedule

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

Evidence of Completion

PBS training materials/paraphernalia; EWS data (reduction in the number of truant students, students with less than 90% attendance, discipline referrals and in/out-of-school suspensions).

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

Provide the necessary time and resources to continue to build teacher capacity in PBS structures and strategies.

Person Responsible

Mim Gottfried

Schedule

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

Evidence of Completion

Time, scheduling, and resources allocated to teacher training in expected outcomes of PBS structures.

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

PBS strategies/structures are consistently applied by teachers, monitored by school leadership, and supported school-wide. Also, a consistent increase in student attendance (and maintained).

Person Responsible

Mim Gottfried

Schedule

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

Evidence of Completion

School community modeling PBS behaviors in multiple aspects of school life; an increase in student attendance and maintained.

G4. At TRES, instructional technology will be incorporated in all curriculum areas to increase student engagement and support the 21st Century Skills initiative for student competitiveness in a global society. `1`

🔑 G050956

G4.B1 Reliability of technology (capacity, functionality, and maintenance) `2`

🔑 B127902

G4.B1.S1 Allocate time (Tech Con) and financial resources (refresh and updates) to ensure the reliability of technology `4`

🔑 S140922

Strategy Rationale

By allocating the necessary time and resources, TRES is taking a proactive approach to maintaining the quality of school-based technology infrastructure

Action Step 1 `5`

Person Responsible

Schedule

Evidence of Completion

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	Dedicate time, resources, and training to reinforce TRES teachers' skill set in standards-based instruction, data analysis, and differentiated instruction.	Billar, Kathy	8/18/2014	An established common planning/PLC schedule with clearly defined protocol for time spent and expected product (by grade level and school-wide).	6/5/2015 weekly
G2.B1.S1.A1	Dedicate time, resources, and training to reinforce TRES teachers' skill set in HOQ and discourse, rigorous tasks and assessments, and cross-curricular writing.	Billar, Kathy	8/18/2014	An established common planning/PLC schedule with clearly defined protocol for time spent and expected product (by grade level and school-wide).	6/5/2015 weekly
G3.B1.S1.A1	Dedicate time, resources, and training to reinforce TRES teachers' skill set in PBS strategies.	Gottfried, Mim	8/18/2014	PBS training materials/paraphernalia; EWS data (reduction in the number of truant students, students with less than 90% attendance, discipline referrals and in/out-of-school suspensions).	6/5/2015 monthly
G4.B1.S1.A1	[no content entered]			one-time	
G1.MA1	The ultimate goal is to have teachers evaluate the effectiveness of their own small groups and centers and modify when needed according collaborative planning discussions/work (teacher capacity to analyze data, differentiate instruction, and deconstruct the new Florida Standards).	Billar, Kathy	8/18/2014	Teacher data chats with leadership team; classroom walk-throughs; lesson plans reflect alignment to Florida Standards and integration of anchor standards across the curriculum; ultimately an increase in student achievement.	6/5/2015 weekly
G1.B1.S1.MA1	Common planning is consistent, monitored, and supported school-wide.	Billar, Kathy	8/18/2014	Fidelity to common planning schedule and process; teacher lesson plans reflect small groups and centers aligned to the rigor of the standards and are differentiated based on student data and needs.	6/5/2015 weekly
G1.B1.S1.MA1	Provide the necessary time and resources to create a school environment conducive to common planning and PLCs.	Billar, Kathy	8/18/2014	Time, scheduling, and resources allocated to common planning/PLCs; teacher training in expected outcomes by instructional coaches.	6/5/2015 weekly
G2.MA1	The ultimate goal is to have students completing grade level assignments that: (1) reflect a high level of cognitive complexity; (2) allow them to make real-world connections/generate hypotheses; and (3) write/create to demonstrate their own thinking and learning across the curriculum.	Billar, Kathy	8/18/2014	Fidelity to common planning schedule and process; teacher lesson plans reflect planning, modeling, and scaffolding HOQs during instruction; during classroom walkthroughs students are asking and posing HOQs; student work samples posted reflect the appropriate level of DOK and demonstrate students using assignments to make real-world connections; ultimate increase in student achievement.	6/5/2015 weekly
G2.B1.S1.MA1	Common planning is consistent, monitored, and supported school-wide.	Billar, Kathy	8/18/2014	Fidelity to common planning schedule and process; teacher lesson plans reflect planning, modeling, and scaffolding HOQs during instruction; during classroom walkthroughs students are asking and posing HOQs; student work samples posted reflect the appropriate level of DOK and demonstrate students using assignments to make real-world connections.	6/5/2015 weekly
G2.B1.S1.MA1	Provide the necessary time and resources to create a school environment conducive to common planning and PLCs.	Billar, Kathy	8/18/2014	Time, scheduling, and resources allocated to common planning/PLCs; teacher training in expected outcomes by instructional coaches.	6/5/2015 weekly
G3.MA1	The ultimate goal is to have PBS structures and strategies aligned to support MTSS and EWS data trends so	Gottfried, Mim	8/18/2014	PBS and EWS data; A reduction in the following: (1) number of truant students, (2) students with less than 90%	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	that ALL students (especially those identified as 'at-risk') receive the necessary support both socially and academically.			attendance, (3) discipline referrals and in/out-of-school suspensions.	
G3.B1.S1.MA1	PBS strategies/structures are consistently applied by teachers, monitored by school leadership, and supported school-wide. Also, a consistent increase in student attendance (and maintained).	Gottfried, Mim	8/18/2014	School community modeling PBS behaviors in multiple aspects of school life; an increase in student attendance and maintained.	6/5/2015 monthly
G3.B1.S1.MA1	Provide the necessary time and resources to continue to build teacher capacity in PBS structures and strategies.	Gottfried, Mim	8/18/2014	Time, scheduling, and resources allocated to teacher training in expected outcomes of PBS structures.	6/5/2015 monthly

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 TRES, instructional planning and delivery will be standards-based, data-driven, and differentiated to be student specific (learning styles/abilities) in all curriculum areas to increase student achievement and reach target AMOs for all subgroups.

G1.B1 Inconsistent and/or limited use of the following (school-wide): (a) Small groups and centers differentiated based on student data and needs; (b) Small groups and centers aligned to the Florida Standards. This inconsistency/limited use is due to a lack of training in data analysis; deconstruction of standards; and differentiated instruction. Accordingly, time to address these issues is a concern.

G1.B1.S1 To address these inconsistencies, the following three actions will occur: (1) grade level common planning time supported by leadership team; (2) PLCs; (3) school-wide non-negotiables for instructional planning and delivery.

PD Opportunity 1

Dedicate time, resources, and training to reinforce TRES teachers' skill set in standards-based instruction, data analysis, and differentiated instruction.

Facilitator

Administration; instructional coaches

Participants

TRES instructional staff

Schedule

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

G2. At TRES, consistent and deliberate implementation of higher order questioning and discourse, rigorous tasks and assessments, and authentic student writing will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups.

G2.B1 Inconsistent and/or limited use of the following (school-wide): (a) grade level assignments that incorporate multiple standards and reflect a high level of cognitive complexity; (b) teachers modeling and scaffolding HOQs during instruction; (c) students asking and posing HOQs to test and generate hypotheses. This inconsistency/limited use is due to a lack of training in teaching the new Florida Standards according to cognitive complexity and DOK; and higher order questioning/generating hypotheses. Accordingly, time to address these issues is a concern.

G2.B1.S1 To address these inconsistencies, the following three actions will occur: (1) grade level common planning time supported by leadership team; (2) PLCs; (3) school-wide non-negotiables for instructional planning and delivery.

PD Opportunity 1

Dedicate time, resources, and training to reinforce TRES teachers' skill set in HOQ and discourse, rigorous tasks and assessments, and cross-curricular writing.

Facilitator

Administration; Instructional Coaches

Participants

TRES Instructional Staff

Schedule

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

G3. At TRES, a safe environment conducive to learning, personal growth, and success for all students will be created by closely monitoring early warning systems: attendance, discipline referrals, and alleged/reported bullying incidents.

G3.B1 Inconsistent and/or limited application of school-wide PBS strategies by TRES Staff

G3.B1.S1 To proactively maintain a safe and orderly school environment, PBS updates/trainings will be given according to school-wide EWS trends.

PD Opportunity 1

Dedicate time, resources, and training to reinforce TRES teachers' skill set in PBS strategies.

Facilitator

Administration; Instructional Coaches

Participants

TRES Staff

Schedule

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

Budget Rollup

Summary

Description	Total
Goal 1: At TRES, instructional planning and delivery will be standards-based, data-driven, and differentiated to be student specific (learning styles/abilities) in all curriculum areas to increase student achievement and reach target AMOs for all subgroups.	18,750
Goal 2: At TRES, consistent and deliberate implementation of higher order questioning and discourse, rigorous tasks and assessments, and authentic student writing will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups.	65,160
Goal 3: At TRES, a safe environment conducive to learning, personal growth, and success for all students will be created by closely monitoring early warning systems: attendance, discipline referrals, and alleged/reported bullying incidents.	2,000
Goal 4: At TRES, instructional technology will be incorporated in all curriculum areas to increase student engagement and support the 21st Century Skills initiative for student competitiveness in a global society.	12,000
Grand Total	**97,910**

Goal 1: At TRES, instructional planning and delivery will be standards-based, data-driven, and differentiated to be student specific (learning styles/abilities) in all curriculum areas to increase student achievement and reach target AMOs for all subgroups.

Description	Source	Total
B1.S1.A1 - Stipends/Subs for Wednesday after school professional development - by grade level	SIG 1003(a)	10,750
B1.S1.A1 - Collaborative Time Budget	Other	8,000
Total Goal 1		**18,750**

Goal 2: At TRES, consistent and deliberate implementation of higher order questioning and discourse, rigorous tasks and assessments, and authentic student writing will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups.

Description	Source	Total
B1.S1.A1 - Thinking Maps Extension for Authentic Student Writing	Title I Part A	5,000
B1.S1.A1 - Instructional Coach	Title I Part A	40,000
B1.S1.A1 - Academic Tutors	SIG 1003(a)	20,160
Total Goal 2		**65,160**

Goal 3: At TRES, a safe environment conducive to learning, personal growth, and success for all students will be created by closely monitoring early warning systems: attendance, discipline referrals, and alleged/reported bullying incidents.

Description	Source	Total
B1.S1.A1 - Notes	General Fund	2,000
Total Goal 3		**2,000**

Goal 4: At TRES, instructional technology will be incorporated in all curriculum areas to increase student engagement and support the 21st Century Skills initiative for student competitiveness in a global society.

Description	Source	Total
B1.S1.A1 - Accelerated Curriculum (computers and computer-based curriculum)	SIG 1003(a)	12,000
Total Goal 4		**12,000**