Interlachen Elementary School

2016-17 School Improvement Plan

Interlachen Elementary School

251 S STATE ROAD 315, Interlachen, FL 32148

ies.putnamschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Putnam 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Interlachen Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Dustin Sims	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Our mission at Interlachen Elementary School is to provide engaging and effective standards based instruction that will allow students to reach academic proficiency and develop student autonomy. All stakeholders, through collective responsibility, will provide a safe and supportive environment to ensure student success.

b. Provide the school's vision statement

Interlachen Elementary School is dedicated to educating and empowering all students by being committed to creating a community of respect, responsibility and readiness.

2. School Environment

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

Interlachen Elementary uses 5E parent and student survey data to reflect upon and help improve relationships between teachers and students. We like to begin the year on a positive note by having an annual meet and greet where families can get to know their new teacher. In addition, the night we hold our Annual Title I meeting, parents and students are invited to stay for Open House to visit their child's classroom. IES is a school where challenges will be solved with team effort, and achievements will be recognized and celebrated. The culture at IES is friendly and there is an atmosphere of acceptance among teachers and students. IES invites guest speakers who promote varied cultural information. Teachers promote healthy relationships through the reading of literature, sharing of artifacts, allowing for show and tell and celebrating a variety of holidays. Teachers also send weekly newsletters in order to maintain constant contact and bridge the gap between home and school. We have several things in place to ensure that parents are aware of what is going on in our school and classrooms including parent communication folders, planners and a district call out (text and email) system . Our parent involvement events will build positive relationships, communicate the school's mission and values, and keep parents informed of their child's progress. In addition to our academic family nights we have added three Family Movie Nights this year, which are free events, to further welcome families and reinforce the simple, but critical concept of spending time with family. When parents feel good about their child's school and teacher, it directly impacts children's perspectives, so we want to include parents in as many ways possible.

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

IES has school-wide rules and procedures in place to promote a safe, healthy learning environment. School-wide PBS expectations are taught to our students. There are expectations for all areas of the school including classrooms, special areas, and common areas. Our discipline plan is based on established rituals and routines and positive behavioral support which provides the foundation for students to learn and exhibit respect. School rules are posted in each classroom and expectations for behavior are taught to students. Staff are provided training in positive behavioral support strategies to

help maintain a safe, nurturing, and respectful school environment for students. In class, our students are rewarded through a system of teacher versus student points. When students follow rules in the cafeteria, classes are given positive tickets and have the chance of winning the "Golden Spoon" award for their grade level. Many of the teachers at IES use Whole Brain Teaching to create a cohesive climate within their classrooms. Administration and our guidance counselors have open door policies and are available at any time to students for counseling and/or problem-solving. IES has a clear system implemented for arrival and dismissal with adult supervision at all times. The new Raptor system that tracks student attendance, visitors and volunteers helps ensure that visitors and volunteers to the school have been appropriately screened to interact with students. The physical safety of students is maintained through the use of security cameras, a school-wide safety plan and adult supervision during arrival, dismissal and during the school day. Teachers and support staff have been trained in safety procedures for different situations.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

IES embraces the theories of Whole Brain Teaching, including the school wide rules and procedures. We limit the use of the intercom to minimize distraction during school hours. Teachers also use T-charts, Class Dojo, clip charts and parent communication folders to track classroom behaviors. If the documentation reflects that these behaviors need further intervention then the guidance counselors and the MTSS coordinator help with behavioral plans. We also encourage parent - teacher relationships through family nights, have a mentoring program in place and our guidance counselors also coordinate our PBS program. This program recognizes and celebrates good behavior publicly. If a student does not exhibit positive classroom behaviors and has been warned, teachers may utilize district Behavior Intervention Forms to document specific behaviors. The intervention form is sent home to communicate concerns with parents. If a student is warned for the same type of behavior three times on an intervention form, the fourth incident is written on a Student Discipline Report and processed by our Behavior Intervention Teacher or an administrator. A severe clause exists for behaviors which need to be written up immediately. New teachers are trained on the process during pre-planning. A tiered system helps teachers to determine the intervention necessary to deescalate situations that may arise. Administration is Crisis Prevention Institute (CPI) trained if further assistance is needed to ensure safety of a student or those around them.

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

Two guidance counselors are available to all students if counseling is needed. They have developed a mentoring program to assist and promote a healthy environment for students who lack social skills and emotional needs. Our guidance counselors and MTSS coordinator also assist with behavioral plans and teacher support through counseling with students, teachers, and families as needed. Each quarter IES has a family night to build parent-student-teacher relationships and promote the value of education. We have additional help from the district mental wellness counselor who provides one on one counseling for EBD students. Our ESE department has a team providing a pro-active approach to behaviors who provide training and/or classroom support to teachers. On occasion, our 6th grade Cambridge students and/or high school students from our

community will volunteer as mentors or tutors to help students with homework or any social and emotional needs.

3. 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).

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

We believe that in the elementary grades, it is critical for students to master key academic skills and to begin to develop good attendance habits. Students who have difficulties with key academic skills, including those not reading on grade level by third grade, and have attendance issues are more likely to become at-risk. The early warning system for attendance is based on district policy and protocol for absenteeism. The dominant early warning indicators at IES are attendance below 90 percent, one or more suspensions, retentions (counting as course failures) and students who scored at a level 1 on ELA or Math. Even though it is not a state assessment, we also included students in K-2 who scored a year or more below grade level on their final iReady diagnostic.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	61	60	74	56	46	56	6	0	0	0	0	0	0	359
One or more suspensions	4	3	18	9	14	8	0	0	0	0	0	0	0	56
Course failure in ELA or Math	3	3	1	10	1	0	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	24	60	46	35	52	53	0	0	0	0	0	0	0	270

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	1	3	2	8	1	0	0	0	0	0	0	0	18

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

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning systems. In the case of attendance issues, our Data Clerk sends home letters in accordance with our district policy and our Guidance Counselors assist at parent meetings that are held. Our district Truancy Officer intervenes when needed in accordance with our district policy which includes Civil Court proceedings. IES offers free breakfast to our students, which helps increase morning on-time attendance. Our PBS committee will identify students who are habitually tardy or absent. These students will have a reward system in place for good attendance. A more

targeted approach is needed as last year, a school-wide approach did not improve attendance overall. In order to support behavior and minimize suspensions, IES has adopted the Positive Behavior System as a school wide behavior program. Teachers have the opportunity to request support from parents and at times, Administration by using Behavior Intervention forms. Our guidance counselors are also instrumental in providing support to teachers that have students that may need counseling for various reasons. Our MTSS Coordinator works with teachers on behavioral management systems tailored for tracking data on Tier 2 and Tier 3 behavior intervention students. This enables staff members to collaborate with the goal of meeting the behavioral needs of specific students. To improve academic performance of our students who are identified by the early warning system, we offer differentiated, small group instruction in Reading and Math as well as iii for Reading. Our ESE students are serviced by Resource Teachers according to the minutes required in their IEPs. When ESOL students are identified via the LEP survey, students are placed in classes taught by ESOL certified instructors.

B. Family and Community Engagement

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).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/322787.

2. Description

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

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

At Interlachen Elementary School, we are very fortunate to have community members who support our school and student achievement. Our guidance counselors are integral in establishing new relationships and maintaining existing relationships with our supporters. Our partnerships include, but are not limited to our local churches, various businesses in the county, the Interlachen Lakes Area Rotary, the Azalea City Kiwanis, The United Way, and Communities in Schools who contribute monetary donations for support as well as other individuals from the community. Our school guidance counselors assist teachers in identifying families who may need these items and distribute it to them. Our local Family Dollar donates snack items that are collected from community members to distribute to our teachers to use for their students. Our Communities in Schools organization provides our Kindergarten classrooms with "foster grandparents" who assist teachers and tutor students to increase student achievement. IES has several approved volunteers who support our school and classroom teachers. The Stewart Marchman Act provides an intervention

specialist who coordinates with our staff to help students who are struggling with emotional and/or mental issues.

C. 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).

1. School Leadership Team

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

Name	Title
Nelson, Beth	Principal
Drew, Diana	Assistant Principal
Redman, Lynn	Other
Farrar, Susan	Guidance Counselor
Love, Teri	Guidance Counselor
Taylor, Belinda	Instructional Coach
Purifoy, Lamar	Dean

b. Duties

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

The principal, Beth Nelson, is an instructional leader who sustains a shared vision for students' academic achievement with a focus on teamwork to achieve the goal. She ensures rigorous, standards-based instruction (Florida Standards) is taking place in classrooms and offers feedback on professional practices and Marzano's instructional framework through iObservation. She ensures that there are meaningful professional development opportunities for all teachers. She supports Positive Behavior Support and provides behavioral interventions as well. The principal oversees school wide safety and efficient operations. She includes the assistant principal, in problem-solving and decision making. She also considers input from grade level teams in decisions.

The assistant principal, Diana Drew, supports all of the principal's initiatives and duties listed above. In addition, she is the lead for Title I documentation, the audit box, updating the EOP and coordinating summer school.

Our MTSS team: Beth Nelson, Diana Drew, Lynn Redman, Susan Farrar, Teri Love, Marie Ortiz and Belinda Taylor make up the MTSS team which will provide intervention support for teachers and assist in progress monitoring at risk students. The MTSS Coordinator, Lynn Redman, assists teachers in the implementation of progress monitoring for students in Tiers 2 and 3, data collection, and data analysis. She ensures the team works in conjunction with Michelle Mikell, the district MTSS Coordinator, to ensure the process is done with fidelity along district guidelines.

The CRT (Curriculum Resource Teacher) is Belinda Taylor. She provides Professional Development on best practices and provides classroom coaching to teachers. She supports the teachers in locating and using instructional/supplemental materials that

support best practices and Florida Standards. She assists administration in the collection and analysis of data for assessment, evaluation, and decision-making. She delivers professional development during Professional Learning Communities (PLC)/common planning time to support our reading curricula, HMH Journeys and it's elements designed for intervention as well as enrichment. She is responsible for analyzing iReady data to support teachers in forming iii groups and to plan for differentiated instruction in each grade level. Mrs. Taylor supports teachers in MFAS, in conjunction with Engage NY math. Mrs. Taylor assists teachers in implementing effective instructional strategies through a coaching model. Support is given in planning for and teaching rigorous lessons for whole group math lessons, math centers and small group math interventions. She will also provide support for Writing and Science instruction. Mrs. Taylor's overall objective is to facilitate the implementation of programs, activities, and strategies designed to achieve school improvement objectives.

Our guidance counselors, Susan Farrar and Teri Love, are valuable resources to our school as a whole as well as to our teachers. They support our teachers with students who have specific behavioral, social or emotional needs as well as provide attendance support to our Data Clerk. They can assist with behavioral plans and support teachers through counseling with students and families as needed. Both guidance counselors coordinate and complete CELLA testing, FSA and EOC testing for our school. Our guidance counselors lead our PBS program and ensure that school wide rewards are in place according to the PBS plan. They serve as a coordinator between local social resources and families who are in need of them and does so with kindness and efficiency.

Our TOSA (who serves as our Behavior Intervention Teacher), is our PBS coordinator and supports teachers with behavior interventions.

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

PLCs occur weekly (Tuesdays) to plan for quality standards based instruction, review student data and to identify students who are not proficient in order to brainstorm strategies for intervention, remediation, PMPs, and iii. The MTSS process is started by the teacher, selecting a skill to work on and recording student progress. The teacher will also initate a PMP for the individual student that is targeted due to deficiencies. Students who are not demonstrating growth towards proficiency are referred to the SBT team. SBT meetings are held to discuss, in detail, learning modalities, the variety of interventions that have been used and student progress or lack thereof. The team determines what the next steps should be to remediate the student and the next meeting is scheduled 6-12 weeks later to follow-up. Quarterly Data Review meetings are held with the Principal or Assistant Principal, Guidance Counselor, Teacher and/or CRT if needed to review class data and discuss in detail struggling students, particularly those in the MTSS process.

Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented

at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants. Coordination of these services is done in the following ways:
(1) Principal and Assistant Principal meetings are scheduled monthly;
(2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
(3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
(4) DA schools classified as focus or priority participate in an Instructional Review to identify individual school needs and desired support;
(5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
(6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
(7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/ Assessment personnel as well as the directors of Title I and Title II to ensure coordination

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and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority.The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Beth Nelson	Principal
Diana Drew	Education Support Employee
Chelsea Gilmore	Parent
Kendra Coates	Teacher
Deborah Mendoza	Parent
Meghan Warman	Parent
Belinda Taylor	Teacher
Michael Greenan	Education Support Employee
Lynn Redman	Parent
Brandon Stouffer	Student
Manam McNair	Student
Tara Crews	Education Support Employee
Alison Marini	Parent
Crystal Collins	Parent
Lamar Purifoy	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

At the initial SAC meeting, we will review the goals(s) of the 2015-2016 School Improvement Plan to ensure that it is aligned with the district and school missions. During this time, the members of the SAC will have the opportunity to provide input on the SIP.

b. Development of this school improvement plan

At the initial SAC meeting, the current school improvement plan draft will be reviewed. SAC's primary role is to assist the principal in developing and evaluating the school improvement plan [Florida Statutes 1001.452, 1001.42(18), and 24.121]. SAC member input will be discussed, considered and integrated into the "living document" as appropriate. It is to the principal's advantage to have the assistance of representatives from all areas of the school community in developing the plan to improve the school.

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

At the initial meeting, the SAC will give assistance to the principal in the approval and/or additional planning of the upcoming year's budget. The projected school budget for the 2016-2017 school year will be shared with the SAC and input will be collected to be considered by the principal in the decision making process.

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

We no longer receive school improvement funds.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Nelson, Beth	Principal
Drew, Diana	Assistant Principal
Farrar, Susan	Guidance Counselor
Simmons, Esther	Instructional Media
Redman, Lynn	Other
Taylor, Belinda	Instructional Coach

b. Duties

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

The LLT will work to increase the number of students meeting grade level expectations and proficiency on the Florida Standards. Our media specialist has reward activities in place to increase, promote and celebrate independent reading through the Accelerated Reader program. Since our teachers have incorporated small group instruction and additional centers, our students will have more opportunities to foster a love of reading. Our targeted iii time will not only provide intervention for struggling students, but it will also offer enrichment for students above grade level in reading. In addition, PLC/common planning meetings will provide time for teams and district/school based coaches to deconstruct the ELA Standards and implement the rigorous literacy instruction contained in HMH Journeys and the supplemental curriculum. These materials contain BOTH fiction and non-fiction reading instruction. We also house several novel sets and will be updating the resources that accompany the sets to align with Florida Standards.

D. 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).

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

This year, PLC's are set up on a monthly schedule with our Curriculum Resource Teacher. All grade level teachers have a 45 minute planning session each week allowing for collaboration on standards-based instruction. A focus on ELA standards, ELFAS and iReady data will occur. A focus on Math standards and our district Learning-focused Planning Template, MFAS and iReady data will be a focus. A leadership team representative attends and supports the PLC's , along with the CRT. Teachers are responsible for bringing Reading and Math iReady formative data to the meetings to discuss grouping and differentiation for specific student needs. IES supports new teachers through the Mentor program. New teachers receive support from a veteran teacher through this program. Teachers who are new to our school met during pre-planning to learn about our school and ask questions to their team members as necessary.

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

Administration at IES makes every effort to ensure that high quality teachers are recruited when positions are available. These teachers are involved in the district beginning teacher program developed by human resources (facilitated by Debby Decubellis and Sherry Wilkinson) and are given a mentor teacher to help and support them through their first year of teaching to avoid attrition and to increase retention. In addition, we accept interns from local colleges to offer experience and learning opportunities to those who will be among possible hiring candidates in the future. Administration will also arrange ongoing professional development opportunities for our faculty to address identified needs. One example of this is having new teachers conduct peer observations with a member of the leadership team present to discuss how what they see during an observation fits into the Marzano framework of instruction. Administration uses the Marzano framework within iObservation to maintain a continuous feedback loop to develop best practices for teachers.

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

We have paired new teachers with experienced veteran teacher mentors to learn from and collaborate. By strategic pairing, new teachers will expand their repertoire with skills, strategies, and knowledge useful in different teaching situations and settings. Our rationale

for pairing is that each new teacher is assigned a mentor who can give support with grade level benchmarks and planning for teaching those benchmarks, implementing new curriculum with fidelity, and classroom management. Mentoring activities will include completing the district mentoring packet, peer observations and collaborative planning. Mentoring is usally done by teachers who have successfully completed Clinical Educator training. Our weekly PLC meetings will be a crucial time for new teachers to spend time with their mentors, as well as other seasoned team members to deepen their understanding of the Florida Standards, best practices, differentiation, assessments and data-driven instruction.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our district has put quite a lot of time and money into ensuring that instructional programs and materials are aligned to Florida's standards. HMH Journey's is used to teach Reading because it most closely aligned with the standards and contained the intervention materials we needed for our iii time which is imbedded in our master schedule. In conjunction with Journey's, we are using iReady for both Reading and Math, which is directly aligned with Florida's Standards. Teachers also use ELFAS tasks as formative assessments to determine mastery. We will continue using Engage NY modules and the use of MFAS to teach Florida Math Standards. We have used Title I funds to purchase Ready materials to supplement our core programs in both Reading and Math. We are in need of better aligned Science and Social Studies materials across the board, but we have been able to purchase Science A-Z for our 5th grade teachers as a resource. A lack of funding for a complete curriculum is a barrier at this time. However, we are supplementing Science and Social studies with materials purchased through Title I dollars including, but not limited to student-friendly periodicals and science equipment. In an effort to support ambitious instruction and learning, the district has made IES a K-6 Cambridge site with one Cambridge class per grade level with the exception of third grade, which has two classes.

IES has one 6th grade Cambridge class. The core instructional programs used for this advanced class include Collections for ELA as well as novel sets that address Florida's Standards. These students are taught Florida's Math Standards through the use of Engage NY and supplemental material aligned with the standards. The district Math Coach will be getting us access to Algebra Nation to assist with teaching Pre-Algebra standards in the Spring. The 6th grade Cambridge students will be required to participate in project-based learning facilitated by their teacher. In addition, their elective each day is Research. Each 6th grade Cambridge student has a Chromebook he/she can use daily to complete on-going projects. Their teacher collaborates with a teacher from Melrose Elementary School as well as Price Middle School teachers, to ensure she is addressing 6th grade standards with fidelity. This collaboration includes working on the Learning-focused Template for Math standards. Our plan is for her to continue to meet with other 6th grade teachers in the county throughout the year and to arrange peer observations with other 6th grade Cambridge classes.

b. Instructional Strategies

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

IES uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. The second week of school, we will begin Math and Reading iReady diagnostic testing school-wide. The data provided from these assessments will be used to differentiate instruction based on specific needs. After the initial assessment, teachers will use the data to strategically plan for differentiated instruction through small groups to support student needs. They will give ongoing formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' growth related to the learning goal. This year, Critical Content (element #6 on the Marzano Framework) is a school-wide goal. A focus on this element will ensure that teachers concentrate on explicit standards-based instruction aligned to district pacing guides. Data gathered on instruction of standards is discussed at grade level planning sessions each week and during monthly PLC's. Based on this data, instructional decisions are made. Small reading and math groups will address students' needs based on grade level expectations. Students who are performing below grade level proficiency in Reading will receive intervention specific to their needs during iii. Students on or above grade level will get instruction suited to their enrichment needs during this time as well. These iii groups will be fluid based on student need. Instructional Assistants at each grade level are assigned students to tutor who are not performing at the proficient level in Reading and/or Math. We also have Title I tutors using Fountas and Pinnell to remediate primary students who are struggling, most of whom are in the MTSS process. Time for iReady is scheduled in computer labs and student centers weekly in order to spend a sufficient amount of time on the program for students to make gains. Some teachers and lead team members will participate in professional development activities outside of their contracted time including two teachers attending Digital Learners Workshops, the Kindergarten teachers attending a Kindergarten Conference, our CRT attending the Reading First Conference and our A.P. and CRT attending additional iReady training.

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

Strategy: Summer Program

Minutes added to school year: 4,800

Summer Reading Camp for 3rd grade possible retentions

Strategy Rationale

To uphold good cause exemptions

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Nelson, Beth, bnelson@my.putnamschools.org

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

SAT-10 data, portfolios, Retention data

2. Student Transition and Readiness

a. 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).

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

IES holds a Kindergarten round up every summer to give parents the opportunity to come in and have their child pre-screened. Our Kindergarten teachers rotated days on which they would come administer the screeners and meet parents of incoming Kindergarteners. In addition, all current kindergarten students who participated in our Voluntary Prekindergarten Education Program (VPK) program took the PALS and DIAL3 assessments, which measured Kindergarten readiness. All current students are assessed using Florida Kindergarten Readiness test (FLKRS) within the first 20 days of school. (FAIR has been suspended until further notice.) In addition, our CRT administered screeners for Kindergarten children who applied for our Cambridge program. Each year, 5th grade students attend orientations at the middle schools they are zoned to attend to help ensure they are prepared for the expectations and requirements at the next level. Additionally, our ESE Staffing Specialist holds transition meetings at the end of the year to ensure smooth transitions for students with IEPs. This year, we have a 6th grade Cambridge class. The class was created to ensure a smoother transition to Q.I. Roberts Advanced Studies, instead of attending Price Middle School for one year before starting 7th grade at Q.I. In order to attend Q.I Roberts for 7th grade Cambridge, students will have to apply and be accepted by a review committee based on academic and behavioral criteria. Students wishing to attend Q.I. will have the opportunity to go to an orientation session at the end of the year.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Standardized test scores were reviewed as well as 5 Essentials data. IES went from a grade of C to a D. Half of the 4th and 5th grade teacher teams were new to the school. More than 50% of students are not reaching grade level mastery in the areas of reading and math.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   If the leadership team is consistent with expectations and provides resources for lesson planning, then teachers will be able to focus on standards based instruction with differentiation, reflect on progress and interpret student needs, so that students will be able to master critical content and be responsible for their own learning.

Strategic Goals Detail

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

G1. If the leadership team is consistent with expectations and provides resources for lesson planning, then teachers will be able to focus on standards based instruction with differentiation, reflect on progress and interpret student needs, so that students will be able to master critical content and be responsible for their own learning. 1a

🔍 G084600

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0
ELA/Reading Gains	58.0
Math Gains	58.0
ELA/Reading Lowest 25% Gains	55.0
Math Lowest 25% Gains	55.0
FSA ELA Achievement	55.0
FSA Mathematics Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Instruction lacks critical content and focus standards/skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady program

- Ready print materials

- Curriculum and Associates Phonics material for 1st, 2nd and 3rd

- Fusion Science materials for 5th grade

- MFAS and ELFAS binders

- Journeys reading materials

- Engage NY materials

- District support staff

- Discovery Education

- Flocabulary

- Title I tutors

- Chrome Books for 3rd-6th

- Science A-Z for 5th grade

Plan to Monitor Progress Toward G1. `8`

FSA data, FCAT Science data and end of the year iReady diagnostic data will be analyzed.

Person Responsible
Beth Nelson

Schedule
On 6/30/2017

Evidence of Completion
FSA data, FCAT Science data and end of the year iReady diagnostic data, 5-Essentials data, School grade monitoring spreadsheet

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. If the leadership team is consistent with expectations and provides resources for lesson planning, then teachers will be able to focus on standards based instruction with differentiation, reflect on progress and interpret student needs, so that students will be able to master critical content and be responsible for their own learning. 1

🔑 G084600

G1.B1 Instruction lacks critical content and focus standards/skills 2

🔑 B224818

G1.B1.S1 Each grade level will be required to have a collaborative weekly planning sessions. 4

🔑 S237208

Strategy Rationale

The rationale of the selected strategy is for teams to strategically plan for focused, rigorous instruction and select the appropriate materials.

Action Step 1 5

Teachers will meet once a week to collaboratively plan. At times, Administration, CRT or district staff attend to provide problem solving and/or curriculum assistance. If needed, a grade level can participate in a "fishbowl" activity to watch another grade level's PLC for an exemplary PLC to emulate.

Person Responsible

Beth Nelson

Schedule

Weekly, from 8/15/2016 to 5/23/2017

Evidence of Completion

Team planning agenda with signatures

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

Administration and the CRT will visit team planning sessions.

Person Responsible

Beth Nelson

Schedule

Weekly, from 8/15/2016 to 5/23/2017

Evidence of Completion

Administration and CRT notes, team meeting agendas and/or planning sheet reviews

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

If the planning agenda does not reflect effective standards based strategic plans, then our CRT will support the team.

Person Responsible

Belinda Taylor

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Team meeting agendas completed with CRT support

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

Analyze Standards Mastery data, Performance Matters (5th grade Science) and iReady Progress Monitoring data

Person Responsible

Belinda Taylor

Schedule

Quarterly, from 8/15/2016 to 5/23/2017

Evidence of Completion

Standards Mastery (2-6) results, Performance Matters results and iReady Progress Monitoring (K-6) results

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

Administration will conduct instructional walk throughs to monitor delivery of critical content and differentiated instruction.

Person Responsible

Beth Nelson

Schedule

Daily, from 8/22/2016 to 5/12/2017

Evidence of Completion

iObservation data on critical content (#6) and organizing students to interact with new knowledge and deepen knowledge (#7,#15).

G1.B1.S2 Each grade level will be required to hold a monthly PLC differentiated to their needs to participate in data review and professional development. 4

🔑 S237209

Strategy Rationale

The rationale of the selected strategy is for teams to build the professional capacity to make good instructional decisions and meet the needs of their students.

Action Step 1 5

Each grade level will participate in a monthly PLC.

Person Responsible

Belinda Taylor

Schedule

Monthly, from 9/5/2016 to 5/15/2017

Evidence of Completion

Agenda, Sign-in sheet

Action Step 2 5

First-year teachers and teachers identified through needs assessments will participate in peer observations with a focus on best practices for instruction of critical content.

Person Responsible

Belinda Taylor

Schedule

Monthly, from 9/5/2016 to 5/22/2017

Evidence of Completion

CRT coaching log, Templates or graphic organizers completed by the teacher and CRT during peer observations

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

Administration will be present during PLC meetings to ensure the fidelity of implementation.

Person Responsible

Diana Drew

Schedule

Monthly, from 8/22/2016 to 5/15/2017

Evidence of Completion

Agenda, Powerpoint notes when available

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

During the mid-year reflection, we will document the dates of peer observations that have occurred.

Person Responsible

Belinda Taylor

Schedule

Semiannually, from 1/2/2017 to 5/31/2017

Evidence of Completion

Calendar, coach's log

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

During formal observations and walk throughs, administration will observe evidence of implementation of strategies acquired from monthly PLCs.

Person Responsible

Beth Nelson

Schedule

Daily, from 8/22/2016 to 5/19/2017

Evidence of Completion

iObservation data, informal notes from CRT classroom visits (coaching log)

G1.B1.S3 Teachers will implement school wide supplemental curriculum to increase student learning gains. `4`

🔑 S237210

Strategy Rationale

After analyzing school wide data it is essential to add 5th grade Science, Phonics for grades 1-3 and Writing for grades 4-6 supplemental curriculum to ensure student achievement.

Action Step 1 `5`

Teachers in grades 1-3 will implement school wide supplemental curriculum in Phonics and in 5th grade Science to increase student learning gains.

Person Responsible

Diana Drew

Schedule

Daily, from 8/15/2016 to 5/22/2017

Evidence of Completion

Completed activities from the supplemental materials

Action Step 2 `5`

4th-6th grade teachers will integrate writing across multiple content areas.

Person Responsible

Belinda Taylor

Schedule

Daily, from 8/22/2016 to 8/22/2016

Evidence of Completion

Accountability sheet, student samples

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Via walk throughs and observations, administration will look for evidence that the supplemental curriculum is being implemented with fidelity.

Person Responsible

Beth Nelson

Schedule

Quarterly, from 8/15/2016 to 5/22/2017

Evidence of Completion

Supplemental materials will be observed: tutors working with small group, teacher working with small group and/or whole group, centers.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Administration will check lesson plans monthly to look for evidence that the supplemental materials are a part of their ELA plans and/or small group.

Person Responsible

Beth Nelson

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Lesson plans, iReady phonics data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Administration and CRT will look at writing work samples in ELA centers.

Person Responsible

Diana Drew

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Graphic organizers, writing samples which are text and evidence based

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Collect and analyze iReady data, Standards Mastery and Performance Matters data to monitor whether implementing supplemental material was effective.

Person Responsible

Diana Drew

Schedule

Quarterly, from 10/17/2016 to 5/22/2017

Evidence of Completion

iReady data- specifically the Phonics category and Performance Matters Science data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S3.A2 A306464	4th-6th grade teachers will integrate writing across multiple content areas.	Taylor, Belinda	8/22/2016	Accountability sheet, student samples	8/22/2016 daily
G1.B1.S1.MA4 M312641	Administration will conduct instructional walk throughs to monitor delivery of critical content and...	Nelson, Beth	8/22/2016	iObservation data on critical content (#6) and organizing students to interact with new knowledge and deepen knowledge (#7,#15).	5/12/2017 daily
G1.B1.S2.MA1 M312645	Administration will be present during PLC meetings to ensure the fidelity of implementation.	Drew, Diana	8/22/2016	Agenda, Powerpoint notes when available	5/15/2017 monthly
G1.B1.S2.A1 A306461	Each grade level will participate in a monthly PLC.	Taylor, Belinda	9/5/2016	Agenda, Sign-in sheet	5/15/2017 monthly
G1.B1.S2.MA1 M312644	During formal observations and walk throughs, administration will observe evidence of...	Nelson, Beth	8/22/2016	iObservation data, informal notes from CRT classroom visits (coaching log)	5/19/2017 daily
G1.B1.S2.A2 A306462	First-year teachers and teachers identified through needs assessments will participate in peer...	Taylor, Belinda	9/5/2016	CRT coaching log, Templates or graphic organizers completed by the teacher and CRT during peer observations	5/22/2017 monthly
G1.B1.S3.MA1 M312647	Collect and analyze iReady data, Standards Mastery and Performance Matters data to monitor whether...	Drew, Diana	10/17/2016	iReady data- specifically the Phonics category and Performance Matters Science data	5/22/2017 quarterly
G1.B1.S3.MA1 M312648	Via walk throughs and observations, administration will look for evidence that the supplemental...	Nelson, Beth	8/15/2016	Supplemental materials will be observed: tutors working with small group, teacher working with small group and/or whole group, centers.	5/22/2017 quarterly
G1.B1.S3.A1 A306463	Teachers in grades 1-3 will implement school wide supplemental curriculum in Phonics and in 5th...	Drew, Diana	8/15/2016	Completed activities from the supplemental materials	5/22/2017 daily
G1.B1.S1.MA1 M312640	Analyze Standards Mastery data, Performance Matters (5th grade Science) and iReady Progress...	Taylor, Belinda	8/15/2016	Standards Mastery (2-6) results, Performance Matters results and iReady Progress Monitoring (K-6) results	5/23/2017 quarterly
G1.B1.S1.MA1 M312642	Administration and the CRT will visit team planning sessions.	Nelson, Beth	8/15/2016	Administration and CRT notes, team meeting agendas and/or planning sheet reviews	5/23/2017 weekly
G1.B1.S1.A1 A306460	Teachers will meet once a week to collaboratively plan. At times, Administration, CRT or district...	Nelson, Beth	8/15/2016	Team planning agenda with signatures	5/23/2017 weekly
G1.B1.S1.MA3 M312643	If the planning agenda does not reflect effective standards based strategic plans, then our CRT...	Taylor, Belinda	8/15/2016	Team meeting agendas completed with CRT support	5/26/2017 weekly
G1.B1.S2.MA3 M312646	During the mid-year reflection, we will document the dates of peer observations that have...	Taylor, Belinda	1/2/2017	Calendar, coach's log	5/31/2017 semiannually
G1.B1.S3.MA3 M312649	Administration will check lesson plans monthly to look for evidence that the supplemental materials...	Nelson, Beth	9/1/2016	Lesson plans, iReady phonics data	5/31/2017 monthly
G1.B1.S3.MA4 M312650	Administration and CRT will look at writing work samples in ELA centers.	Drew, Diana	9/1/2016	Graphic organizers, writing samples which are text and evidence based	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1 🔍 M312651	FSA data, FCAT Science data and end of the year iReady diagnostic data will be analyzed.	Nelson, Beth	5/15/2017	FSA data, FCAT Science data and end of the year iReady diagnostic data, 5-Essentials data, School grade monitoring spreadsheet	6/30/2017 one-time

V. Professional Development Opportunities

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

G1. If the leadership team is consistent with expectations and provides resources for lesson planning, then teachers will be able to focus on standards based instruction with differentiation, reflect on progress and interpret student needs, so that students will be able to master critical content and be responsible for their own learning.

G1.B1 Instruction lacks critical content and focus standards/skills

G1.B1.S2 Each grade level will be required to hold a monthly PLC differentiated to their needs to participate in data review and professional development.

PD Opportunity 1

Each grade level will participate in a monthly PLC.

Facilitator

Belinda Taylor

Participants

Grade level teams

Schedule

Monthly, from 9/5/2016 to 5/15/2017

PD Opportunity 2

First-year teachers and teachers identified through needs assessments will participate in peer observations with a focus on best practices for instruction of critical content.

Facilitator

Belinda Taylor, CRT

Participants

New teachers, various teachers based on completion of a needs assessment graphic organizer by the lead team

Schedule

Monthly, from 9/5/2016 to 5/22/2017

VI. Technical Assistance Items

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

G1. If the leadership team is consistent with expectations and provides resources for lesson planning, then teachers will be able to focus on standards based instruction with differentiation, reflect on progress and interpret student needs, so that students will be able to master critical content and be responsible for their own learning.

G1.B1 Instruction lacks critical content and focus standards/skills

G1.B1.S1 Each grade level will be required to have a collaborative weekly planning sessions.

TA Opportunity 1

Teachers will meet once a week to collaboratively plan. At times, Administration, CRT or district staff attend to provide problem solving and/or curriculum assistance. If needed, a grade level can participate in a "fishbowl" activity to watch another grade level's PLC for an exemplary PLC to emulate.

Facilitator

Grade level team leader

Participants

Grade level team members

Schedule

Weekly, from 8/15/2016 to 5/23/2017

VII. Budget

1	G1.B1.S1.A1	Teachers will meet once a week to collaboratively plan. At times, Administration, CRT or district staff attend to provide problem solving and/or curriculum assistance. If needed, a grade level can participate in a "fishbowl" activity to watch another grade level's PLC for an exemplary PLC to emulate.	$0.00
2	G1.B1.S2.A1	Each grade level will participate in a monthly PLC.	$0.00
3	G1.B1.S2.A2	First-year teachers and teachers identified through needs assessments will participate in peer observations with a focus on best practices for instruction of critical content.	$0.00
4	G1.B1.S3.A1	Teachers in grades 1-3 will implement school wide supplemental curriculum in Phonics and in 5th grade Science to increase student learning gains.	$0.00
5	G1.B1.S3.A2	4th-6th grade teachers will integrate writing across multiple content areas.	$0.00

	Total:	$0.00