

Gilchrist County School District

# Trenton Elementary School



2017-18 School Improvement Plan

## Trenton Elementary School

1350 SW STATE ROAD 26, Trenton, FL 32693

<http://gilchristschools.schoolfusion.us/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	98%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	B

*\*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 Gilchrist 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

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

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Trenton Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Wayne Green</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

The mission of Trenton Elementary School is to serve each student academically, socially, and physically in an effort to encourage each to achieve his or her own maximum potential, affording him or her the opportunity to be a positive, contributing member of society.

##### b. Provide the school's vision statement

'Til Everyone Succeeds

#### 2. School Environment

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

The faculty and staff at TES build relationships with students in many ways. Teachers at TES have classrooms that are warm and inviting to students. TES has expectations for students that engage them in a positive way throughout the school day through the PBS system. Through AR, parent/teacher conferences, open house, and other activities provided by the school, connections are established and partnerships/relationships are formed. Other ways by which the school learns about students' cultures and builds relationships between teachers and students is through the use of thematic units taught during the school year and guest speakers from the local and surrounding communities.

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

Students are supervised before school through the supervision of staff and safety patrol in the front office, cafeteria, sidewalks, and main buildings. Once the school day begins all gates and exterior doors, excluding the front office doors, are locked to maintain a safe campus. Front office doors are equipped with a chime to indicate entry/exit of administrative building. Students are monitored for safety by faculty and staff during the school day. After school, children are supervised by the 21st Century after-school program or extra curricular activity adult sponsor. Tiger pride expectations are posted and reviewed on a regular basis to ensure the safety of all students through PBS. Cameras are located throughout the school campus and record activity on a continuous basis. Safety drills are practiced throughout the school year ensuring that students and staff are aware and know of correct safety procedures.

Before school - Safety Patrol, staff assigned duty stations, and clear rules and procedures

During school - School safety drills are practiced, teachers go over safety rules and student expectations, buddy system is used for all students

After school - 21st Century after-school program, staff assigned duty stations, and extra curricular teacher presence

\*Check in and out system is used for all adults coming on campus before and during school by use of a drivers license scan

\*Students are flagged in Skyward for special circumstances

**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**

Trenton Elementary is a PBS (Positive Behavior Support) school which is a multi system of support for behaviors. The PBS team consists of one teacher per grade level, guidance counselors, paraprofessionals, and an administrator. This system employs evidence based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish a positive school culture by providing positive reinforcement. The TES PBS team has created a set of expectations for designated areas around the school campus and these expectations are posted around campus to remind students. Faculty and staff review these expectations with students on a regular basis, and a specific expectation is discussed weekly on the PA system during the morning announcements. A newly established Tiger Pride Pledge (behavioral expectations) is recited over the PA system in the mornings as well. TES will also be implementing the Universal Screener for behavior, as well as CICO (Check-in, Check-out).

**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**

Counseling is provided by TES Guidance Counselors, Hospice, Meridian, & Crisis Prevention counselors if needed. TES Guidance Counselors provide monthly guidance lessons to grade levels. Guidance schedules child study team meetings with parents, students, and teachers of students needing social-emotional support. Guidance provides counseling and support along with referral to outside agencies if needed. Some students may also receive peer mentoring to help them become successful (ESOL, ESE, etc.)

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The TES early warning system is centered around and based upon bi-weekly RTI/MTSS meetings. These meetings identify/track students in grades K-5 using data provided by administration, guidance and classroom teachers. Collected and reviewed data consists of attendance below 90 percent, suspensions (in/out school), subject failure, and previous year's standardized assessments (primarily level 1's). On-going progress monitoring results will also be analyzed to capture further data.

**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	15	11	10	10	10	10	0	0	0	0	0	0	0	66
One or more suspensions	2	2	1	3	5	4	0	0	0	0	0	0	0	17
Course failure in ELA or Math	14	7	9	10	22	32	0	0	0	0	0	0	0	94
Level 1 on statewide assessment	15	21	26	0	20	21	0	0	0	0	0	0	0	103

**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	2	5	4	6	6	5	0	0	0	0	0	0	0	28

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

Parent contact is essential to improving the academic performance of those students identified by our EWS and is provided by the TES guidance staff, classroom teachers, as well as administration. TES also continues to use PBS re-enforcers campus-wide to influence behavior and has now implemented the Universal Screener for Behavior and the CICO system to add continued behavioral support. The RTI teams continually discuss progress monitoring data to design and develop further academic interventions.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

Trenton Elementary always looks for ways to increase communication with parents and improve parent communication. Trenton Elementary faculty and staff communicate with parents in the following ways:

- Open House
  - Communication with parents - monthly school newsletters, weekly grade level letters
  - Partners for learning, including MTSS and Child Study Teams
  - Paw Prints
  - District Website
  - Skyward
  - Email
  - Text Alert System
  - Phone Home - School Messenger
  - Parent Conference Nights
- Trenton Elementary also completes a Parental Involvement Plan.

**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**

Local businesses support TES through monetary contributions throughout the school year. Trenton Elementary builds and sustains partnerships with the local community through the following:

- Fall Festival

Spring Fling  
Career Day  
Grandparents Day  
PBS Celebrations  
Speakers from community  
Local sporting events  
4H  
Boys/Girls Scouts  
Drama  
Safety Patrol  
Dads take your kid to school day  
Family Engagement Night

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Adkins, Ronda	Principal
Allen, Scott	Assistant Principal
Osteen, Wendy	Assistant Principal

#### b. Duties

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

School Administration offer support and resources to the teachers as to allow for optimum student growth. In addition to supporting the endeavors of the classroom teachers, the administrators ensures that all decision making is data based, observe MTSS interventions, seek fidelity of interventions for students in need, and provide adequate professional development to support MTSS to ensure teacher growth and student achievement.

##### **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**

The TES MTSS team is comprised of the school administrators, guidance counselors, reading coach, speech and language pathologists and teachers. Teachers and the team meet on a bi-weekly basis to discuss and problem solve student needs based on student achievement data. The effectiveness of Tier 1 instruction is continually evaluated through professional learning communities. MTSS groups and small group interventions are developed based on the needs of students at any given time again based on the data discussed.

Title I, Part A:

Students benefit from the reduced class size, supplemental equipment/supplies/software, and professional development provided through Title I, Part A. In addition, Title I, Part A supports parental involvement activities for families at this school.

**Title I, Part C Migrant:**

Students benefit from the coordination of services with the Title I, Part C Migrant Programs. The LEA's Title I Director and curriculum directors collaborate and coordinate with the Alachua Multi-County

Migrant Program in order to ensure that migrant students in each school receive services on the same basis as other children who are not highly mobile.

**Title II:**

Integration of services under Title II Parts A and D provides students with the benefit of reduced class size, reading coaches, supplemental test prep materials, instructional technology, and enhanced instruction

due to increased Professional Development opportunities for teachers. Our school collaborates with Title II to provide ongoing in-service and professional development / training to assist teachers and paraprofessionals in core academic subject areas such as reading, writing, math, or science in meeting the requirements needed to become highly qualified.

**Title III:**

Funding is not provided under Title III in our small and rural school. However, students benefit from the availability of a curriculum director that coordinates services for ESOL students. This ensures that materials are available in alternate languages, services meet the needs of ESOL/ELL/LEP students and families, and that these students are able to achieve on the same level as their English speaking peers.

**Title VI:**

Use to support existing programs and resources at Trenton Elementary such as additional training and after school planning.

**Title X, Homeless:**

Integration and coordination of services provided to students under Title X ensures that homeless students receive services on the same basis as other children. Although our school does not normally receive

funding under Title X, Title X ARRA funds are available this year to improve identification of children and unaccompanied youth living in homelessness. In addition, each year a portion of Title I, Part A funds are set-aside to provide services to homeless students in all school.

**Violence Prevention Program:**

Services under Title IV, Part A Safe and Drug Free Schools include the availability of a school resource officer (SRO). This promotes an environment conducive to learning.

**Nutrition Programs:**

School staff and students participates in the District County Wellness Plan. The school has two pieces of exercise equipment for staff use.

**Head Start:**

Contracts with applicable agencies provides students with Head Start programs on school campus, as well as voluntary pre-kindergarten programs. Collaboration with and support from United Way allows

targeted families to receive scholarships that ensure that students receive a full day of pre-kindergarten services, as well as parent workshops and home visits.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Ronda Adkins	Principal
Sandra Holder	Parent
Mary Davis	Business/Community
Amy Owens	Business/Community
Tracy Vanlandingham	Parent
Krista Perryman	Teacher
Juan Henley	Teacher
Stacy Myers	Parent
Heather Beach	Teacher

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The SAC team conducts several meetings to review and evaluate data from last year's plan in order to develop this school improvement plan. Previous data and current resources were examined to find weaknesses and strengths at Trenton Elementary.

*b. Development of this school improvement plan*

The SAC Team reviews and evaluates overall school data in order to develop a plan that will serve students as they are prepared to enter a middle/high school and college and career future. Previous data and current resources were examined to find strengths and weaknesses at Trenton Elementary School.

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

N/A

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

N/A

**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
Perryman, Krista	Instructional Coach
Blumenberg, Samantha	Teacher, K-12
Lunsford, Jerri	Teacher, K-12
Allen, Audrey	Teacher, K-12
Engstrom, Lindsey	Teacher, K-12
LaPuma, Carrie	Teacher, K-12
Sohn, Jackie	Teacher, K-12
Watson, Cindy	Paraprofessional
Crosby, Tammy	Teacher, ESE
Cook, Marsha	Teacher, K-12

## b. Duties

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

The reading coach at TES will facilitate monthly meetings to review activities to promote literacy throughout the school and to promote parent involvement activities and information. The team consists of a representative from each grade level. They will act as a liaison for their grade level as well as role models for literacy activities within the school. The literacy team will also collect and use data to drive the literacy instruction in the school as well as provide support to other teachers in the development of literacy initiatives. The literacy team at TES will promote literacy within the school and community by:

- Huddles
- School to home activities
- Parent involvement
- Parent Make and Takes
- Classroom to classroom collaboration
- Accelerated Reader with the new curriculum resources
- Literary Parade
- Million minutes to read
- Literacy Week
- Book It
- Ag. Literacy Week
- Community Readers
- Model classrooms

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Grade level teachers at TES have common planning time to plan, review curriculum maps, pacing guides, Florida Standards, and review data for their grade level to help increase student achievement and teacher growth. Morning meetings with faculty and administration are used to collaborate instruction and to discuss student concerns and needs. TES uses the following strategies to encourage positive working relationships among teachers:

Team meetings  
Morning Meetings  
Teacher Planning Days  
Cross grade level meetings  
PD: Core Connections, Specs training, Math Practices, Unpacking the Florida Standards, Curriculum Mapping, iReady, Science Training

Teacher Mentoring  
MTSS  
Standards Institute  
IPG

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

Trenton Elementary School's Principal and Assistant Principal ensure the school employs the highest qualified staff possible. Staff is kept abreast of the most current educational research to implement in the classroom such as to bring about student achievement. Transparent communication is of paramount importance within the school culture. Professional training experiences are frequent with opportunities for reflection available. New staff members are inducted with a formal mentoring program introduced within the district. Specific strategies include:

- reducing class size
- employing reading coaches to support teachers
- employing coordinator of instructional support for further resources
- targeted professional development for teachers, administrators, and support staff in identified areas of need
- IPDP's
- mentors for new teachers
- common planning time
- regular grade level meetings for increased support among teachers
- open door policy
- new employee orientation
- positive and respectful school climate
- teacher involvement in decision making policies
- performance based pay
- recruiting through media such as local newspapers, district website, TeachinFlorida.org, and job fairs
- continuous collaboration with Human Resource Department to facilitate the recruitment of highly qualified, highly effective in field teachers

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

Trenton Elementary School's Mentoring Program is one of collaboration with the Gilchrist County School District. New staff members are paired with veteran teachers, preferably in the same grade level and in near proximity, with excellent teaching credentials. The mentor will provide encouragement and discuss monthly discussion topics during planned meetings throughout the school year. Each month specific topics are addressed. Trenton Elementary participates in the district mentoring portfolio program.

## **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**

Teachers meet over the summer and during the school year to create and review curriculum maps to ensure they are aligned with the Florida Standards. All materials, resources, and textbooks are research based and aligned with the Florida Standards. A team of teachers are sent to review state selected textbooks for alignment with the Florida Standards before textbooks are voted on by district teachers. Weekly lesson plans are developed using the curriculum maps. Specific strategies are used to ensure core instructional programs and materials are aligned with the Florida Standards:

Curriculum mapping  
CPalms  
Textbook Adoption  
Core Connections  
Unpacking standards  
Goals and Scales  
Lesson Plans  
Science & Math Training  
iReady  
Marzano Framework  
IPG

**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**

Teachers and administrators work together to review and analyze state assessments and other data at the beginning of the year to provide remediation to those students in need and to ensure the success of all students. Support facilitation is provided for students with a qualifying disability in reading and math. Access points are implemented for those students with qualifying disabilities. ELL students are provided extra support with technology and personnel. Progress Monitoring is administered to all students twice a year. Administrators use iObservation to help in observing that teachers are providing differentiated instruction to meet the needs of all students in the classroom. Specific ways students are monitored and examples are:

Progress Monitoring  
iReady  
Performance Matters  
MTSS - ability grouping and small group instruction (Journeys tool kit, Kaleidoscope, AR 360, Open Court)  
Differentiated Centers/Instruction (centers are skill based and specific to student needs)  
Compass (Reading and Math computer based program)  
Star Reading  
Star Math  
AR 360  
Think Central  
Hearbuilders (language based tier 2 intervention)  
Teach Town (intensive computer based intervention)  
Great Leaps (fluency intervention)  
DRA (Reading inventory assessment that identifies specific needs)  
Rosetta Stone (ELL students - computer based intervention)  
Gifted

Direct and Consultative Services  
After school remediation

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

**Strategy:** After School Program

**Minutes added to school year:** 180

Students are grouped by grade level/skill level to complete homework, reinforce skills taught during the day, work on grade appropriate projects. Students also receive enrichment activities in the program.

**Strategy Rationale**

To help students acquire skills that they have missed.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Cowart, Denise, cowartd@mygcsd.org

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

Pre/Mid/Post test to monitor for program effectiveness.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Parents of children from birth to age three can take their child to an Early Steps office and they can be screened by that agency. Three to six months before an Early Steps child turns three the local agency will contact the public school that the child would attend and set up a transition meeting. At this time the parent(s), the guidance counselor, and the agency representative will discuss the case and go over what interventions, therapies, tests, etc. that have been done and the current status. Services that the public school can provide are discussed. If any further evaluations or data is needed consent is signed and paperwork for the upcoming school year is started. Once all the testing has been completed a meeting is held to determine eligibility. If the team decides that ESE services are needed an IEP would then be written to take affect when the child turns 3.

The voluntary Pre-Kindergarten program is a federally funded program which exposes children from ages 3-5 to the local school environment. Pre-K teachers use the DIAL R assessment and utilize age appropriate curriculum and strategies with the OWL curriculum. TES participates in the school readiness coalition planning and identifies students' eligibility for Title 1, Migrant services, ESOL, and ESE services. TES reading coach uses the Kindergarten Readiness assessment to assess student readiness and mastery of skills before a child enters Kindergarten.

TES collaborates with Riverside Christian school to assess student needs based on evaluation, consent is given to implement an IEP. Speech and language therapist provides intensive therapy upon decision of the IEP team.

Guidance counselor facilitates middle school orientation for upcoming 6th graders. Guidance counselor also convenes transition meetings on students of high needs, also gifted students.

## **b. College and Career Readiness**

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

N/A

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

N/A

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

N/A

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

N/A

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. Data Uploads**

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### **2. Problem Identification Summary**

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

### **B. Problem Analysis Summary**

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

**C. Strategic Goals**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** 80% of the students in the 4th and 5th grade ELA and math classes at Trenton Elementary School will make a learning gain on the 2017-2018 FSA ELA and math assessment
- G2.** 80 % of students with disabilities (SWD) in the 3rd, 4th, and 5th grades at Trenton Elementary School will make a learning gain on the 2017-2018 ELA and math assessments.
- G3.** 80% of the students in the 3rd, 4th, and 5th grade math classes at Trenton Elementary School will score at a level 3 or higher on the 2017-2018 FSA math assessment.
- G4.** 80% of the students in the 5th grade science classes at Trenton Elementary School will score at a level 3 or higher on the 2017-2018 FCAT science assessment.
- G5.** 80% of the students in the 3rd, 4th, and 5th grade ELA classes at Trenton Elementary School will score at a level 3 or higher on the 2017-2018 FSA ELA assessment

## 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.** 80% of the students in the 4th and 5th grade ELA and math classes at Trenton Elementary School will make a learning gain on the 2017-2018 FSA ELA and math assessment **1a**

G093640

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Gains	80.0
Math Gains	80.0

**Targeted Barriers to Achieving the Goal** **3**

- Barriers that might impede TES reaching this goal: Students making learning gains with the increasing difficulty of the test.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Think Central, Performance Matters, Journeys Toolkit, iReady Lessons (Growth Monitoring, Standards Mastery), Differentiated Instruction, Compass, Accelerated Math, small group instruction

**Plan to Monitor Progress Toward G1.** **8**

District created progress monitoring, iReady diagnostic data

**Person Responsible**

Ronda Adkins

**Schedule**

Weekly, from 8/10/2017 to 5/28/2018

**Evidence of Completion**

student and class report by teacher once assessments are administered

**G2.** 80 % of students with disabilities (SWD) in the 3rd, 4th, and 5th grades at Trenton Elementary School will make a learning gain on the 2017-2018 ELA and math assessments. 1a

G093641

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	80.0
Math Gains	80.0

**Targeted Barriers to Achieving the Goal** 3

- Common planning time for gen. ed teachers and ESE/support facilitator and SWD students needing more time and support.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Journeys Toolkit and Intervention, Kaleidoscope, Phonics for Reading, ThinkCentral resources, Open Court, iReady, iReady toolkit

**Plan to Monitor Progress Toward G2.** 8

Classroom assessments, progress monitoring, Formative and Summative Assessments, State Assessments, iReady growth monitoring

**Person Responsible**

Ronda Adkins

**Schedule**

Monthly, from 8/10/2017 to 5/28/2018

**Evidence of Completion**

Classroom assessments, Progress Monitoring, Formative and Summative Assessments, State Assessments, iReady growth monitoring

**G3.** 80% of the students in the 3rd, 4th, and 5th grade math classes at Trenton Elementary School will score at a level 3 or higher on the 2017-2018 FSA math assessment. 1a

G093642

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	80.0

**Targeted Barriers to Achieving the Goal** 3

- Barriers that might impede TES reaching this goal: Students maintaining levels due to the increasing difficulty of the test. Moving lower performing students.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Trenton Elementary will use the following resources to meet this goal: AM Small group instruction, Whole group instruction, Great Leaps Math, Harcourt Interventions for Math, Compass Support Facilitation SLP's TIFF support Performance Matters Challenge resources provided by the curriculum

**Plan to Monitor Progress Toward G3.** 8

Progress Monitoring for Math and Lesson Plan Design with rigorous learning goals and scales  
K-1 CBResources  
2-5 classroom assessments

**Person Responsible**

Ronda Adkins

**Schedule**

Monthly, from 8/10/2017 to 5/28/2018

**Evidence of Completion**

Assessment Data and Classroom walk-throughs

**G4.** 80% of the students in the 5th grade science classes at Trenton Elementary School will score at a level 3 or higher on the 2017-2018 FCAT science assessment. 1a

G093643

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

**Targeted Barriers to Achieving the Goal** 3

- Barriers that might impede TES reaching this goal: Time to increase students science knowledge

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Trenton Elementary will use the following resources to reach this goal: ThinkCentral, Guest Speakers, Community Resources, Weekly hands on activities, Science presenter rotations implementation of standard specific "must do's" in lower grades

**Plan to Monitor Progress Toward G4.** 8

Lesson plans for science and stem related projects in yearly calendar

**Person Responsible**

Ronda Adkins

**Schedule**

Monthly, from 8/10/2017 to 5/28/2018

**Evidence of Completion**

Calendar and Evidence of Events

**G5.** 80% of the students in the 3rd, 4th, and 5th grade ELA classes at Trenton Elementary School will score at a level 3 or higher on the 2017-2018 FSA ELA assessment **1a**

G093644

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	80.0

**Targeted Barriers to Achieving the Goal** **3**

- Barriers that might impede TES reaching this goal: Students maintaining a level 3 or above with the difficulty of the test increasing, Bridging the gap of low performing students

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Trenton Elementary will use the following resources to reach this goal: ThinkCentral, Compass, Star Reading, AR, AR360 Model Lessons by Reading Coach, Close Reads, Challenge Resources provided by textbook curriculum, Differentiated Instruction Performance Matters iReady iReady toolkit

**Plan to Monitor Progress Toward G5.** **8**

Student test scores

**Person Responsible**

Ronda Adkins

**Schedule**

Monthly, from 8/10/2017 to 5/28/2018

**Evidence of Completion**

classroom walk-throughs, classroom assessments, and progress monitoring

## 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.** 80% of the students in the 4th and 5th grade ELA and math classes at Trenton Elementary School will make a learning gain on the 2017-2018 FSA ELA and math assessment **1**

 G093640

**G1.B1** Barriers that might impede TES reaching this goal: Students making learning gains with the increasing difficulty of the test. **2**

 B251245

**G1.B1.S1** curriculum planning days **4**

 S267704

### Strategy Rationale

time for teachers to focus on/fully understand all standards and test item specifications.

### Action Step 1 **5**

Teachers will receive planning days in order to collaborate/focus on standards, test item specifications and learning targets.

#### Person Responsible

Ronda Adkins

#### Schedule

Every 2 Months, from 8/10/2017 to 5/28/2018

#### Evidence of Completion

student test scores

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

When reviewing weekly lesson plans, administration will check for Florida Standards.

**Person Responsible**

Ronda Adkins

**Schedule**

Weekly, from 8/10/2017 to 5/28/2018

***Evidence of Completion***

classroom walk-throughs to ensure what is planned is being taught

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

Lesson Plans

**Person Responsible**

Ronda Adkins

**Schedule**

Monthly, from 8/10/2017 to 5/28/2018

***Evidence of Completion***

FSA/SAT 10 scores

**G2.** 80 % of students with disabilities (SWD) in the 3rd, 4th, and 5th grades at Trenton Elementary School will make a learning gain on the 2017-2018 ELA and math assessments. 1

G093641

**G2.B1** Common planning time for gen. ed teachers and ESE/support facilitator and SWD students needing more time and support. 2

B251246

**G2.B1.S1** Use Intervention and MTSS time to provide extra support for differentiated instruction. More one on one time with students in need. 4

S264920

### Strategy Rationale

#### Action Step 1 5

Students will be provided and supported with extra instruction during intervention and MTSS time.

#### **Person Responsible**

Ronda Adkins

#### **Schedule**

Monthly, from 8/10/2017 to 5/28/2018

#### **Evidence of Completion**

Progress Monitoring, Classroom assessments, State assessments, iReady growth monitoring

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

Fidelity checks of interventions being used and MTSS monthly meetings.

#### **Person Responsible**

Ronda Adkins

#### **Schedule**

Monthly, from 8/10/2017 to 5/28/2018

#### **Evidence of Completion**

Progress Monitoring, State Assessments, Classroom assessments, grades

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

MTSS meetings

**Person Responsible**

Ronda Adkins

**Schedule**

Monthly, from 8/10/2017 to 5/28/2018

**Evidence of Completion**

State assessments

**G2.B1.S2** Scheduled planning time for ESE, Support Facilitator, and Gen. Ed teachers 4

 S264921

**Strategy Rationale**

collaboration

**Action Step 1** 5

Additional planning for support and gen ed. teachers

**Person Responsible**

Ronda Adkins

**Schedule**

Monthly, from 8/10/2017 to 5/28/2018

**Evidence of Completion**

Lesson Plans

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Scheduling planning time for ESE, support facilitator, and gen. ed. teachers

**Person Responsible**

Ronda Adkins

**Schedule**

Monthly, from 8/10/2017 to 5/28/2018

***Evidence of Completion***

Lesson Plans and observations

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Classroom observations

**Person Responsible**

Ronda Adkins

**Schedule**

Weekly, from 8/10/2017 to 5/28/2018

***Evidence of Completion***

Planning agendas, lesson plans

**G3.** 80% of the students in the 3rd, 4th, and 5th grade math classes at Trenton Elementary School will score at a level 3 or higher on the 2017-2018 FSA math assessment. **1**

 G093642

**G3.B1** Barriers that might impede TES reaching this goal: Students maintaining levels due to the increasing difficulty of the test. Moving lower performing students. **2**

 B251247

**G3.B1.S1** Curriculum planning days and cross grade level meetings **4**

 S264922

### **Strategy Rationale**

Time for teachers to go through standards and create rigorous learning goals/targets and scales.

### **Action Step 1** **5**

Teachers will receive training on more rigorous math strategies.

#### **Person Responsible**

Ronda Adkins

#### **Schedule**

Monthly, from 8/10/2017 to 5/28/2018

#### **Evidence of Completion**

Test scores and Classroom walk-throughs

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

Florida Standards will be reflected in grade level plans with rigorous learning goals and scales.

#### **Person Responsible**

Ronda Adkins

#### **Schedule**

Weekly, from 8/10/2017 to 8/28/2018

#### **Evidence of Completion**

Lesson plans, Assessments and classroom walk-throughs

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

Review of Lesson Plans and Classroom walk-throughs

**Person Responsible**

Ronda Adkins

**Schedule**

Weekly, from 8/10/2017 to 5/28/2018

**Evidence of Completion**

Classroom assessments, progress monitoring and state assessments

**G4.** 80% of the students in the 5th grade science classes at Trenton Elementary School will score at a level 3 or higher on the 2017-2018 FCAT science assessment. 1

G093643

**G4.B1** Barriers that might impede TES reaching this goal: Time to increase students science knowledge 2

B251248

**G4.B1.S1** content specific vocabulary during ELA 4

S267713

**Strategy Rationale**

more exposure

**Action Step 1 5**

Teachers will use more content specific (science) material during ELA when possible

**Person Responsible**

Ronda Adkins

**Schedule**

Weekly, from 8/10/2017 to 5/28/2018

**Evidence of Completion**

increased FCAT science scores

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

weekly check of lesson plans

**Person Responsible**

Ronda Adkins

**Schedule**

Weekly, from 8/10/2017 to 5/28/2018

***Evidence of Completion***

teachers transmit lesson plans electronically to administration.

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

classroom observations/IPG

**Person Responsible**

Ronda Adkins

**Schedule**

Weekly, from 8/10/2017 to 5/28/2018

***Evidence of Completion***

progress monitoring results

**G5.** 80% of the students in the 3rd, 4th, and 5th grade ELA classes at Trenton Elementary School will score at a level 3 or higher on the 2017-2018 FSA ELA assessment **1**

 G093644

**G5.B1** Barriers that might impede TES reaching this goal: Students maintaining a level 3 or above with the difficulty of the test increasing, Bridging the gap of low performing students **2**

 B251249

**G5.B1.S1** Teachers will use rigorous enrichment materials to challenge students and add more individualized instruction in class and time on the computer (iReady) **4**

 S264923

### Strategy Rationale

Challenge and increase the rigor for high performing students. Giving low performing students more individualized instruction.

### Action Step 1 **5**

Teachers will challenge the high performing students with rigorous enrichment materials and provide more one on one individualized instruction for the low performing students.

#### Person Responsible

Ronda Adkins

#### Schedule

Monthly, from 8/10/2017 to 5/28/2018

#### Evidence of Completion

Lesson plans, student grades, fidelity checks, and classroom walk-throughs

### Plan to Monitor Fidelity of Implementation of G5.B1.S1 **6**

Differentiated instruction in lesson plans and list of targeted students.

#### Person Responsible

Ronda Adkins

#### Schedule

Weekly, from 8/10/2017 to 5/28/2018

#### Evidence of Completion

classroom grades, and classroom walk-throughs

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Differentiated instruction in lesson plans and computer reports.

**Person Responsible**

Ronda Adkins

**Schedule**

Weekly, from 8/10/2017 to 5/28/2018

***Evidence of Completion***

test scores, and classroom walk-throughs

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
 G1.MA1 M377808	District created progress monitoring, iReady diagnostic data	Adkins, Ronda	8/10/2017	student and class report by teacher once assessments are administered	5/28/2018 weekly
 G2.MA1 M373667	Classroom assessments, progress monitoring, Formative and Summative Assessments, State Assessments,...	Adkins, Ronda	8/10/2017	Classroom assessments, Progress Monitoring, Formative and Summative Assessments, State Assessments, iReady growth monitoring	5/28/2018 monthly
 G3.MA1 M373670	Progress Monitoring for Math and Lesson Plan Design with rigorous learning goals and scales K-1...	Adkins, Ronda	8/10/2017	Assessment Data and Classroom walk-throughs	5/28/2018 monthly
 G4.MA1 M373671	Lesson plans for science and stem related projects in yearly calendar	Adkins, Ronda	8/10/2017	Calendar and Evidence of Events	5/28/2018 monthly
 G5.MA1 M373674	Student test scores	Adkins, Ronda	8/10/2017	classroom walk-throughs, classroom assessments, and progress monitoring	5/28/2018 monthly
 G2.B1.S1.MA1 M373663	MTSS meetings	Adkins, Ronda	8/10/2017	State assessments	5/28/2018 monthly
 G2.B1.S1.MA1 M373664	Fidelity checks of interventions being used and MTSS monthly meetings.	Adkins, Ronda	8/10/2017	Progress Monitoring, State Assessments, Classroom assessments, grades	5/28/2018 monthly
 G2.B1.S1.A1 A350944	Students will be provided and supported with extra instruction during intervention and MTSS time.	Adkins, Ronda	8/10/2017	Progress Monitoring, Classroom assessments, State assessments, iReady growth monitoring	5/28/2018 monthly
 G3.B1.S1.MA1 M373668	Review of Lesson Plans and Classroom walk-throughs	Adkins, Ronda	8/10/2017	Classroom assessments, progress monitoring and state assessments	5/28/2018 weekly
 G2.B1.S2.A1 A350945	Additional planning for support and gen ed. teachers	Adkins, Ronda	8/10/2017	Lesson Plans	5/28/2018 monthly
 G3.B1.S1.A1 A350946	Teachers will receive training on more rigorous math strategies.	Adkins, Ronda	8/10/2017	Test scores and Classroom walk-throughs	5/28/2018 monthly
 G2.B1.S2.MA1 M373666	Scheduling planning time for ESE, support facilitator, and gen. ed. teachers	Adkins, Ronda	8/10/2017	Lesson Plans and observations	5/28/2018 monthly
 G5.B1.S1.MA1 M373673	Differentiated instruction in lesson plans and list of targeted students.	Adkins, Ronda	8/10/2017	classroom grades, and classroom walk-throughs	5/28/2018 weekly
 G5.B1.S1.A1 A350947	Teachers will challenge the high performing students with rigorous enrichment materials and provide...	Adkins, Ronda	8/10/2017	Lesson plans, student grades, fidelity checks, and classroom walk-throughs	5/28/2018 monthly
 G1.B1.S1.MA1 M380245	Lesson Plans	Adkins, Ronda	8/10/2017	FSA/SAT 10 scores	5/28/2018 monthly
 G1.B1.S1.MA1 M380244	When reviewing weekly lesson plans, administration will check for Florida Standards.	Adkins, Ronda	8/10/2017	classroom walk-throughs to ensure what is planned is being taught	5/28/2018 weekly
 G1.B1.S1.A1 A356113	Teachers will receive planning days in order to collaborate/focus on standards, test item...	Adkins, Ronda	8/10/2017	student test scores	5/28/2018 every-2-months
 G4.B1.S1.MA1 M380266	classroom observations/IPG	Adkins, Ronda	8/10/2017	progress monitoring results	5/28/2018 weekly
 G4.B1.S1.MA1 M380265	weekly check of lesson plans	Adkins, Ronda	8/10/2017	teachers transmit lesson plans electronically to administration.	5/28/2018 weekly
 G4.B1.S1.A1 A356140	Teachers will use more content specific (science) material during ELA when possible	Adkins, Ronda	8/10/2017	increased FCAT science scores	5/28/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1  M373665	Classroom observations	Adkins, Ronda	8/10/2017	Planning agendas, lesson plans	5/28/2018 weekly
G5.B1.S1.MA1  M373672	Differentiated instruction in lesson plans and computer reports.	Adkins, Ronda	8/10/2017	test scores, and classroom walk-throughs	5/28/2018 weekly
G3.B1.S1.MA1  M373669	Florida Standards will be reflected in grade level plans with rigorous learning goals and scales.	Adkins, Ronda	8/10/2017	Lesson plans, Assessments and classroom walk-throughs	8/28/2018 weekly

## V. Professional Development Opportunities

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

**G3.** 80% of the students in the 3rd, 4th, and 5th grade math classes at Trenton Elementary School will score at a level 3 or higher on the 2017-2018 FSA math assessment.

**G3.B1** Barriers that might impede TES reaching this goal: Students maintaining levels due to the increasing difficulty of the test. Moving lower performing students.

**G3.B1.S1** Curriculum planning days and cross grade level meetings

### PD Opportunity 1

Teachers will receive training on more rigorous math strategies.

#### Facilitator

Hands-On Approach to Promoting Mathematical Thinking

#### Participants

All grade level teachers

#### Schedule

Monthly, from 8/10/2017 to 5/28/2018

**G5.** 80% of the students in the 3rd, 4th, and 5th grade ELA classes at Trenton Elementary School will score at a level 3 or higher on the 2017-2018 FSA ELA assessment

**G5.B1** Barriers that might impede TES reaching this goal: Students maintaining a level 3 or above with the difficulty of the test increasing, Bridging the gap of low performing students

**G5.B1.S1** Teachers will use rigorous enrichment materials to challenge students and add more individualized instruction in class and time on the computer (iReady)

### PD Opportunity 1

Teachers will challenge the high performing students with rigorous enrichment materials and provide more one on one individualized instruction for the low performing students.

#### Facilitator

Krista Perryman

#### Participants

All grade level teachers

#### Schedule

Monthly, from 8/10/2017 to 5/28/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Teachers will receive planning days in order to collaborate/focus on standards, test item specifications and learning targets.	\$0.00
2	G2.B1.S1.A1	Students will be provided and supported with extra instruction during intervention and MTSS time.	\$0.00
3	G2.B1.S2.A1	Additional planning for support and gen ed. teachers	\$0.00
4	G3.B1.S1.A1	Teachers will receive training on more rigorous math strategies.	\$0.00
5	G4.B1.S1.A1	Teachers will use more content specific (science) material during ELA when possible	\$0.00
6	G5.B1.S1.A1	Teachers will challenge the high performing students with rigorous enrichment materials and provide more one on one individualized instruction for the low performing students.	\$0.00
<b>Total:</b>			<b>\$0.00</b>