

Manatee County Public Schools

James Tillman Elementary Magnet School



2017-18 School Improvement Plan

James Tillman Elementary Magnet School

1415 29TH ST E, Palmetto, FL 34221

www.manatee.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	F	F*	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 Manatee 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	39
Appendix 2: Professional Development and Technical Assistance Outlines	43
Professional Development Opportunities	43
Technical Assistance Items	48
Appendix 3: Budget to Support Goals	48

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 James Tillman Elementary Magnet School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	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

District Mission Statement:

Manatee County Public Schools will educate and develop all students today for their success tomorrow.

School Mission Statement:

James Tillman Elementary will educate all children and affirm their right to learn.

b. Provide the school's vision statement

District Vision Statement:

Manatee County Public Schools will be an exemplary student-focused school system that develops lifelong learners to be globally competitive.

School Vision Statement:

James Tillman Elementary will ensure all students will become resourceful, independent thinkers who set and achieve goals as well as problem solve, and thereby becoming positive and productive citizens. This is accomplished by a commitment to engaging students through instruction that is researched-based, differentiated, and imbeds instructional best practices. This commitment will ensure the development of confidence socially and academically, promote risk-taking, encourage initiative, and meet the unique needs of all students.

2. School Environment

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

James Tillman's staff works diligently to build relationships with families. Staff learns about the students' cultures in a variety of ways. Some of those ways would be through genuine conversations, student inventories, connections to pieces of literature in which students can relate, and established ways of parent-staff communication which include events, workshops, formal and informal conferences, phone and email. In order to build relationships based upon this learning of our students' cultures, Tillman staff works to build relationships as it would for all parents by providing ongoing communication, both in English and Spanish, due to our large Hispanic population, as well as including parents in the decision making process through SAC and survey opportunities to name a few.

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

The environment the school creates to help students feel safe and respected before, during, and after school is established by implementing a Positive Behavior System program. This behavioral program encourages mutual respect and rewards good behavior choices, while minimizing and providing appropriate consequences for inappropriate behavioral choices. In addition, the students are introduced to all office staff, including the Guidance Counselor, the Student Support Specialist, and are made aware of who is who on campus so they can easily recognize the opportunities to receive help should they desire.

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

The school-wide behavioral plan that is in place was also described above. Again, our school utilized the Positive Behavior System. An explanation, as well as supporting documents such as the Tillman Pledge is included below. Tillman Elementary's

Positive Behavior Support
2015-2016

Four Critical Features of PBS:

1. CLEAR EXPECTATIONS

* commonly taught and defined: Be Safe, Be Respectful, Be Responsible

2. RECOGNITION & REWARD SYSTEM FOR STUDENTS AND STAFF

3. CORRECTIONS

* Behavior is taught, re-taught, and monitored.

4. DATA DRIVEN DECISIONS

* Frequent examining and monitoring of student behavioral data to make good decisions about school wide behavior and individual student behavior.

Positive Behavior Support- PBS

Tillman Elementary is a PBS School. We use positive behavior support as a means to provide effective research-based methods of positive discipline to significantly reduce the occurrence of problem behavior in our school. PBS results in a more positive school climate and helps improve academic performance.

Character Words For Tillman:

Sept- Respect

Oct. Responsibility

Nov. Citizenship

Dec.- Kindness

Jan.- Self- Control

Feb.- Tolerance

March- Cooperation

April- Honesty

May- Courage

* Character Words will be focused on monthly through discussions and literature. PBS classroom lesson will be conducted as needed.

Conflict Solving Strategies

We will also be explicitly teaching, modeling and reinforcing nine Conflict Solving Strategies.

1. Apologize

2. Share

3. Get Help

4. Compromise

5. Laugh It Off

6. Take Turns

7. Find Something Else to Do

8. Fix the Problem

9. New Idea

Student Rewards/Incentives

Dojos (ClassDojo):

ClassDojo is our way of implementing the PBS system at Tillman. All students are awarded through Dojo points. When anyone at the school feels that a student has exemplified one or more of the features, or has gone out of their way to be safe, responsible or respectful, a DoJo point is given to the student. The students can redeem their Dojo points at the school store for items, or they can be

turned into their classroom teacher.

Tiger Pride Awards:

Each month a teacher will nominate and email to the Guidance Counselor one student who has shown the character trait of the corresponding character word of the month. The Principal will recognize these students at a luncheon. They will also be identified in the school newsletter, and their pictures will be displayed in the entrance of the cafeteria.

Honor Roll Assembly & Recognition:

During each quarter, students in grades K-5 are recognized at an assembly for academic achievement. Parents are invited to attend, and all teachers in grades K-5 attend.

The awards are as follows:

Principal's Honor Roll: All A's, 4's and all S's

Honor Roll: A's and B's, 4's and 3's in all subjects, at least one A in any subject area, no U's

Responsible Learner: All S's or better in behavior

Tillman participated in the District's PBS training last year. The PBS committee agreed to continue volunteering time to be retrained as needed, write and implement the PBS school-wide plan, and monitor it's progress throughout this year.

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

The school creates, provides, and supports a learning community through PBS (Positive Behavior Support) and all teachers create positive classroom cultures. In addition, the school works to ensure the social-emotional needs of the students are being met by providing opportunities to work with the Guidance Counselor and Graduation Enhancement Technician.

The Guidance Counselor provides whole group social lessons, one-on-one meetings as well as small group counseling to meet the students' needs. The Guidance Counselor also accesses community agencies and resources when needed.

The Graduation Enhancement Technician collaborates with Guidance Counselor, teachers, and school leaders to develop systematic strategies to identify and support those students who are frequently absent with social and emotional skills.

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

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	12	8	12	6	6	5	0	0	0	0	0	0	0	49
One or more suspensions	24	26	31	25	22	30	0	0	0	0	0	0	0	158
Course failure in ELA or Math	35	36	26	54	48	55	0	0	0	0	0	0	0	254
Level 1 on statewide assessment	0	0	0	45	40	45	0	0	0	0	0	0	0	130

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	17	22	25	30	25	35	0	0	0	0	0	0	0	154

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

Students are monitored quarterly for attendance. The school Counselor, Graduation Enhancement Technician and Social Worker will make home visits to address needs the families may have in order to improve student attendance.

Students with multiple suspensions are monitored through data and antecedents, documented on the Behavior Tracking forms, and tracked by the MTSS team through conference notes and by communicating with parents as a part of the Problem Solving Process. This is all in an effort to improve positive behavior and decrease negative behaviors that lead to suspension. Standards based instruction is monitored for fidelity to Tier 1, 2, and 3. In addition, Tier 2 instruction is based upon supporting data, and is implemented using research based strategies, again, with fidelity. The students are also provided Tier 3 strategies to promote positive behavior in an individualized manner, on an as needed basis. Tier 3 also follows this model.

The ILT and MTSS Team reviews data indicating the need for support for students who experience Course Failure in either ELA or Math; however, this doesn't exclude looking at supporting data for any correlations between this data and data regarding a child's social/ emotional needs. Finally, parents are notified and encouraged to be a part of the problem solving process. This process is also true for students scoring Level 1 on the statewide assessments and retained students.

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?

Yes

1. PFEP 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/443881>.

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

Tillman Administration and a committed team made up of staff members deliberately and diligently reach out to our surrounding community through various means. These means include but are not limited to; establishing relationships with members of community organizations outside of school via phone, formal and informal presentations and discussions, and parent contacts. Many community businesses also reach out to Tillman Elementary because of personal relationships, professional relationships, and volunteer community goals and grants.

The strategic process that sustains partnership is developed with purposeful tasks that prove to be effective with strengthening community partnerships. These tasks include established quarterly planned contact, two-way goals that benefit both organizations for the betterment of students in the community, and the committed activities that become a ritual to both organizations. These rituals include, but are not limited to, reading buddies, providing opening school supplies, and Teacher Appreciation activities. This process is evaluated each year by the current committed Business Chair and Administration, and is sustained or improved each year through the fidelity of the tasks established.

Tillman Business Partners include, but are not limited to, our United Way Reading Pals, Biomechanics Wellness Center, Boys and Girls Club, ClearView Accounting Solutions, Granny and Pop's Kettle Korn, Grooms Motors, Horace Mann, Keller Williams Realty, Kona Ice, Lickity Splits Ice Cream, Little Caesars, Sarasota Jungle Gardens, Traveling Kitchen, Under the Lights, Butterfly Brigade, and various surrounding churches.

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
Massi-Blackmore, Marla	Principal
Pletcher, Bernadette	Assistant Principal
Walsh, Traci	Dean
Bradley, Jill	Instructional Coach
Cochran, Rose	Teacher, K-12
Gonzalez, Jennifer	Teacher, K-12
Rivera, Tin	Teacher, ESE
Smith, Nicole	Teacher, K-12
Walls, Melissa	Teacher, K-12
Williams, Tamekia	Teacher, K-12
Pinheiro, Cristina	Teacher, K-12
Baker, Maidie	Administrative Support
Cohenour, Tammy	Paraprofessional
English, Cristen	Teacher, K-12

b. Duties

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

The Leadership Team will meet monthly and recap what we have been discussing in data teams. The team will also monitor the fidelity of the core reading instruction and acceleration. The Leadership Team will also conduct faculty book studies, lead committees, and lead school-wide professional development and/or any training related to effective instruction.

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 Leadership Team is formed of various staff members who lead smaller teams such as LLT, MTSS/IST, Grade Level Teams, PBS, PI, etc. This team analyzes state, district, and school assessments and data that reflect the academic, social, and emotional needs of the students. Data that is also included in this analysis process is Parent Involvement data, the Title I Needs Assessment, and surveys that document input from all stakeholders. This team then proceeds through the 8 step problem solving process. This process forces all stakeholders to look deeper and examine all the surrounding factors that may not be considered without these steps being utilized. From there, it is presented to various stakeholders to gather input.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Marla Massi-Blackmore	Principal
Charlie Sellick	Business/Community
Dana Cooper	Parent
Cody McNear	Parent
Irish Brown	Education Support Employee
Cristian English	Teacher
Tamekia Williams	Teacher
Duane Ramos	Parent
Justo Norina	Parent
Selma Jimenez	Parent
Magdalena Soto	Parent
Josefina Hildez	Parent
Bernglae Pablo	Parent
Will Johnson	Education Support Employee
Yadira Serfamiro	Parent
Delfina A	Parent
Victor Perez	Parent
Rodrigo Espinaza	Parent
Fabiola Z	Parent
	Student

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 evaluated last year's School Improvement Plan and provided feedback that is reflected in this year's plan. One specific change is the additional support to professional development and English Classes for parents in the Parent Involvement budget.

b. Development of this school improvement plan

Documentation of the last two SAC meetings reflected the analysis of the Needs Assessment from parents. FSA data was analyzed this summer by a volunteer group of staff members and Instructional Leadership Team. Tillman parents were presented data and outlined goal and strategies for this year at Tillman's Annual Title I Meeting and were provided opportunities for input through discussion, face to face conversation and written feedback.

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

At Tillman's Annual Title I meeting, parents were presented an outline of what, how, amount of funds to be planned and why for this year's budget. A flyer was provided with examples of options that these funds can provide in order to increase the academic and social successes.

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

Last year's administration utilized school improvement funds for a Parent Involvement Liaison- (average paraprofessional wage), and a Reading Coach (average teacher wage).

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
Massi-Blackmore, Marla	Principal
Pletcher, Bernadette	Assistant Principal
Walsh, Traci	Dean
Bradley, Jill	Instructional Coach
Gonzalez, Jennifer	Teacher, K-12
Baker, Maidie	Administrative Support
Walls, Melissa	Teacher, K-12

b. Duties

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

LLT will meet weekly and recap student data from the various school-wide progress monitoring sources and present to the monthly Leadership Team meetings. LLT along with the ILT will monitor the fidelity of the core reading instruction, small group acceleration, and individual instruction. The LLT will also conduct faculty book studies and any training related to effective literacy instruction.

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

The school's strategies to encourage positive working relationships between teachers include collaborative planning and professional development scheduled each Thursday afternoon from 3:20-4:30 that allows for additional team planning to include vertical planning, school committee teams, and the opportunity for team building. In addition, activities are provided throughout the school year for staff to come together review and provide feedback on systems to improve the school beyond the SAC committee. If opportunities arise that might compromise positive working relationships, strategies are put in place for facilitation of problem solving to mediate and create a positive outcome. An example of said strategy would be by applying the "Seek First to Understand" strategy with both parties. Finally, among the many opportunities to encourage positive working relationships we work to provide a family atmosphere by often sharing motivational projects, celebrating the work of all, and by working to create an environment of trust.

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

James Tillman Elementary's strategies include: Strong Professional Development; Rigorous Screening; Providing opportunities to Clinical Education; Offer school-based leadership opportunities. In effort to recruit, develop and retain highly qualified, certified-in-field, and effective teachers to the school, we will continue to offer multiple professional development opportunities by utilizing exemplar teachers, as resident experts, to share best practices.

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

At Tillman, conversations about teaching and learning are shaped by student work. Mistakes are relished and accepted to be a part of continued learning. Experimentation is encouraged and shared. We are committed to creating a culture that promotes a generosity of spirit. We value dialogue and reflection as an opportunity to learn and grow. Participants are respectful of the full commitment each member is making.

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

Tillman Elementary will utilize both formal and informal student assessments to ensure core programs and materials are aligned to Florida's standards. Teachers and administrators will utilize FOCUS, I-Ready, Running Records, DRA 2.0 scores, LLI, SRA, Fountas & Pinnell Phonics, Access 2.0, student work, district benchmark assessments, grade level common assessments, and FSA scores. Each classroom teacher identifies students by tier in his/her lesson plan book for quick reference. Grade level teams meet on a weekly basis to analyze data (quantitative and qualitative) and make instructional decisions including tiered groups.

Teachers collaborate to plan instruction that uses the standards as the basis for lesson design. Instructional programs are used as a resource to support and enhance instruction. Teachers pull from

a variety of resources to differentiate, remediate, and enrich students based on students' instructional levels or zone of proximal development.

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

Differentiated instruction is provided based on informal and formal fluency assessment. Based on the students' performance on the standards, students are provided small group instruction and individual conferencing based on the need. For example, student work and observation are utilized daily to form small groups or individual conferring to reteach or enrich the standard being taught. Another example is how LLI/I-Ready groups are originated. These small groups have been established using standardized testing data and current reading levels. Students who are having difficulty reaching satisfactory level are instructed multiple times during the day in small groups. Again, small group instruction and individual conferencing are strategy-based and designed to address, reteach and enrich the current standards being taught in class.

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: 60

After-school learning for the lowest 25% and students whose data indicates a need for continuous strategies will be invited. Professional development for staff after-school will also be provided after surveying staff needs and monthly student data reviews.

Strategy Rationale

Addition academic opportunities

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Massi-Blackmore, Marla, massim@manateeschools.net

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

I-Ready, District assessments and grade level common assessments which include student writing in response to text.

Strategy: Weekend Program

Minutes added to school year: 30

Saturday student and adult learning

Strategy Rationale

- Enrichment
- Teacher collaboration, planning and professional development

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Massi-Blackmore, Marla, massim@manateeschools.net

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

Professional Development schedule, Teacher Evaluation System (walkthroughs/Observations), I-Ready

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

The strategies utilized for students in transition from early childhood programs to local elementary school programs are as follows:

The strategies employed to support new students entering Tillman are as follows:

1. Families are provided a Tillman brochure that describes fundamentals that are offered, Title I information and PBS news along with being given a Tillman agenda and basic supplies.
2. The Principal, Assistant Principal, or school counselor will provide a school tour for families on the first day.
3. The student will be designated a peer mentor for his/her first week of school to orient the student socially and provide guidance on student expectations in his/her new class if entering after the first month of school.

The strategies utilized for students in transition from elementary school programs to middle school programs are as follows:

Early Winter

1. Fifth Grade General Education and ESE Teachers schedule to meet with our feeder Middle School (Sixth Grade Teachers) to vertically plan and collaborate in order to meet the expectations required from our students when entering sixth grade.

Early Spring

1. Students and parents are provided with flyers of various local middle schools, which highlight offerings and dates to visit the various campuses.
2. Students are also presented information by various local middle school representatives through in-school informative presentations.
3. ESE students transition through a transition meeting where the ESE teacher along side with the parent create a middle school schedule for the local middle school the student is projected to attend.

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

Tillman has a partnership with various community organizations such as our United Way Reading Pals, Biomechanics Wellness Center, Boys and Girls Club, ClearView Accounting Solutions, Granny and Pop's Kettle Korn, Grooms Motors, Horace Mann, Keller Williams Realty, Kona Ice, Lickity Splits Ice Cream, Little Caesars, Sarasota Jungle Gardens, Traveling Kitchen, Under the Lights, Butterfly Brigade, and various surrounding churches.

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

Tillman has a partnership with various community organizations for exposure to the various certifications that may be earned as they proceed through their educational career.

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.** If grade appropriate learning experiences are aligned with grade level standards, then 50% of students will score satisfactory in ELA, Mathematics, and Science as measured by FSA and state assessments.

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 grade appropriate learning experiences are aligned with grade level standards, then 50% of students will score satisfactory in ELA, Mathematics, and Science as measured by FSA and state assessments. **1a**

G097553

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal **3**

- Lack of time to collaborate and for training on the Best Practices for analyzing FSA standards as a team, grade level standard-based instructional delivery and outcomes, Gradual Release Model/Workshop Model, best practice strategies for all learners, MTSS process and documentation, strategic and performance-based grouping, standard-based grading, text-based writing, CIS lessons (for close reading), analyzing of data from various sources, developing common assessments, etc.
- Time on task due to attendance/tardiness.
- Lack of home support to reinforce researched-based best practices for all academic areas at home.
- Lack of school-wide instructional cohesiveness.
- Lack of school-wide cohesive consistent instructional Tier 1 and Tier 2 reading instruction.
- Lack of understanding prescriptive reports for I-Ready, LLI, F/P Phonics and Tier III.
- Students' lack of reading endurance.
- Lack of writing across the curriculum.
- Parents not understanding the importance of their children being in school everyday and being on time.
- Time and consistency with application of the Positive Behavior Support system.
- Lack of a comprehensive understanding of the Florida State Standards and grade level outcomes for the standards.

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

- Professional Development for FSA standard-based instruction and outcomes for all academic areas.
- Professional Development for the implementation of a researched-based instructional delivery framework (Tier I) and grade-level outcomes.
- Professional Development for strategic small group/conferencing instruction through performance-based grouping (Differentiating/Tier II).
- Go Math; Number Talks; CPALMS; FSA Portal; Acaletics for core and differentiating math instruction and grade level outcomes.
- Professional Development for Close reading utilizing the CIS lesson framework.

- Wonders from McGraw-Hill; Reading Units of Study; Leveled Literacy Instruction; Leveled Readers; I-Ready; SRA 2.0; Classroom Libraries; Fountas and Pinnel Phonics; Research-Based Best Practices and Conferencing Groups for reading and writing.
- Response journaling and graphic organizer use for all academic areas.
- Top Score Writing and Lucy Calkins' Writing Units of study for Professional Development delivery, strategy instruction and grade level outcomes.
- Field trips to build schema and vocabulary.
- School-based Instructional Coach, ESOL Instructional Resource Teacher, District SIP and Instructional Specialists.
- Grade level text to be utilized for practice and assessment.
- Title I money for substitutes for teachers to attend data and collaborative planning meetings.
- Title I money for various types of teacher collaboration (grade level; vertical; integration with Fine Arts, etc.)
- PBS training and school-based support framework to increase academic areas
- Family Academic Events and Standard-based data driven parent workshops and purposeful follow-ups with/for parents.
- Title I funds for Accelerated After-School, Saturday and Summer Acceleration Programs for grades second through fifth.
- Community support including but not limited to Pack-A-Sack 4 Kids, Walgreens, Walmart, Reading Pal Volunteers associated with United Way and other various local community members.

Plan to Monitor Progress Toward G1. 8

Review attendance data from FOCUS reported by the District and school progress monitoring of data-involvement in MTSS/IST grade level team data meeting discussions, School Guidance Counselor, Graduation Enhancement Technician and Social Worker's documentation of home visits, monitor PBS data, walkthroughs, and student work

Person Responsible

Marla Massi-Blackmore

Schedule

Monthly, from 8/10/2017 to 6/30/2018

Evidence of Completion

Attendance/tardiness data, School Social Worker, Guidance Counselor and Graduation Enhancement Technician documentation, District 2nd-5th grade benchmark assessments, Behavioral Tracking Forms/Referrals, grade level common assessments, unit assessments, I-Ready, Running Records, DRA 2.0, Running Records, Faculty attendance, PBS data and FSA results

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

 = Problem Solving Step  S123456 = Quick Key

G1. If grade appropriate learning experiences are aligned with grade level standards, then 50% of students will score satisfactory in ELA, Mathematics, and Science as measured by FSA and state assessments. **1**

G097553

G1.B1 Lack of time to collaborate and for training on the Best Practices for analyzing FSA standards as a team, grade level standard-based instructional delivery and outcomes, Gradual Release Model/Workshop Model, best practice strategies for all learners, MTSS process and documentation, strategic and performance-based grouping, standard-based grading, text-based writing, CIS lessons (for close reading), analyzing of data from various sources, developing common assessments, etc. **2**

B262206

G1.B1.S1 Hire a Reading Coach and ESOL Instructional teacher for school-wide professional development and small group instruction for all students and support/input instruction for Tier I and II. Teacher will support daily grade level team data meeting discussions; Professional Development (FSA, GRR, Units of Study, differentiated instruction, etc.); (During/After/Saturday) tutoring, MTSS/IST meetings; student work, assessments and lesson plans development. **4**

S277785

Strategy Rationale

Provide a Reading Coach and ESOL instructional teacher for professional development and small group instruction for all students. The Reading Coach and ESOL instructional teacher provides teacher resources for grade level team data meeting discussions, Before/During/After/Saturday school Professional Development (FSA, GRR, Top Score Writing, Units of Study, the RTI documentation process, etc.) MTSS/IST meetings, student work, assessments, lesson plans, book studies, and journal responses to reading.

Action Step 1 **5**

Instructional coaching, on-going professional development for instructional best practices, standards, ELL strategies, and Tiers. Data discussions, analyzation of student work, and implementation of the standards will also be supported through coaching and modeling.

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

Teacher Evaluation System, PMRN (K), District benchmark assessments, DRA 2.0, Running Records, grade level common assessments, unit assessments, lesson plans, student work, I-Ready, SRA 2.0 and FSA data

Action Step 2 5

Instructional coaching, on-going professional development for instructional best practices, standards, ELL strategies, and Tiers. Data discussions, analyzation of student work, and implementation of the standards will also be supported through coaching and modeling.

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

Teacher Evaluation System, PMRN (K), District benchmark assessments, DRA 2.0, Running Records, grade level common assessments, unit assessments, lesson plans, student work, I-Ready, SRA 2.0 and FSA data

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

Meeting with administration regarding established coaching, student work, various data sources, teacher questions, and collegial discussions.

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

Teacher Evaluation System, Professional Development schedule; faulty attendance, PMRN (K), District 2nd-5th grade benchmark assessments, DRA 2.0, SRA 2.0, Running Records, District Assessments grade level common assessments, unit assessments, lesson plans, student work, I-Ready, and FSA results

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

On-going collection of data from various sources, records of coaching dates and team collaboration facilitated by administration and/or ILT.

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

Meeting documentation, I-Ready data, DRA 2.0, SRA 2.0, District Assessments, student work, running records, lesson plans, unit assessments, Tier data.

G1.B2 Time on task due to attendance/tardiness. 2

 B262207

G1.B2.S1 Utilize the school Guidance Counselor, Social Worker and Graduation Enhancement Technician to make home visits to ensure family needs are met. In addition, the PBS school-wide plan and review attendance data from FOCUS reported by the District and school Progress monitoring of data will be utilized. The MTSS/IST and grade level members will meet and monitor grade level and individual students' attendance. 4

 S277786

Strategy Rationale

Tillman's attendance and tardy data is below 90% (86%) and indicates early warning signs that need to be addressed.

Action Step 1 5

G.E.T. and Social Worker will review attendance data from FOCUS and BrightBytes reported by the District and school progress monitoring data. MTSS/IST members will also analyze attendance and tardiness to determine it as a factor. PBS Professional development and data, walkthroughs, observations and student work will also assist in monitoring this strategy.

Person Responsible

Bernadette Pletcher

Schedule

On 6/30/2018

Evidence of Completion

Attendance/tardiness data; Teacher Evaluation System, PBS data, lesson plans, District benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, Professional Development schedule, faculty attendance, FSA results

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Review attendance data from FOCUS and BrightBytes reported by the District and school progress monitoring of data- involvement in MTSS/IST grade level team data meeting discussions, School Guidance Counselor, Graduation Enhancement Technician and Social Worker's documentation of home visits, monitor PBS data, walkthroughs, and student work

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/1/2018

Evidence of Completion

Attendance/tardiness data, School Social Worker, Guidance Counselor and Graduation Enhancement Technician documentation, District 2nd-5th grade benchmark assessments, Behavioral Tracking Forms/Referrals, grade level common assessments, unit assessments, I-Ready, PMRN (K), Running Records, DRA 2.0, SRA 2.0, Running Records, Faculty attendance, PBS data and FSA results

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monthly attendance/tardy data meetings, grade level meeting discussions for student work, weekly MTSS meetings to review attendance and academic data.

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

Attendance/tardy data, lesson plans, District 2nd-5th grade benchmark assessments, grade level common assessments, unit assessments, I-Ready, DRA 2.0,, SRA 2.0, Running Records, PBS data

G1.B4 Lack of home support to reinforce researched-based best practices for all academic areas at home.

2

B262209

G1.B4.S1 Standard-based parent workshops which include childcare, professional development for literacy, mathematics and science school/home resources and strategies, and translator for workshops.

4

S277788

Strategy Rationale

Needs assessments indicated that resources sent home was valued and was noted as wanted.

Action Step 1 5

A grade level team will be trained and implement standard-based parent workshop. Lesson plans and resources will be constructed and best practices will be demonstrated for parents and students for the standard being mastered. Childcare and translation will be available.

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

District assessments, grade level common assessments, parent attendance and signatures, surveys

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Established parent workshop dates, parent attendance, Title I training for PI, and standard data

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

Parent attendance, signatures and surveys; standard data

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

ILT/Team/MTSS Meetings, Parent feedback through feedback

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

Parent attendance, signatures, and surveys; student work/data

G1.B5 Lack of school-wide instructional cohesiveness. 2

 B262210

G1.B5.S1 Professional Development for Tier I instructional delivery that is based on best practices and research-based processes. 4

 S277789

Strategy Rationale

2016-2017 School-wide data satisfactory (proficiency) is poor.

Action Step 1 5

Professional development from administrators, peer teachers, Reading Coach, ESOL teacher, school support specialist and district instructional coaches through various methods (modeling, workshops, collaborative planning, facilitating analyzation of student outcomes, etc).

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

Teacher Evaluation System, Access 2.0, District benchmark assessments, DRA 2.0, SRA 2.0, Running Records, grade level common assessments, unit assessments, lesson plans, student work, I-Ready, and FSA data

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

School-based coaching log, ILT Meetings, Leadership Meetings

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

I-Ready, Access 2.0, Running Records, Lesson Plans, school-based coaching log, District Assessments, Attendance logs, students work, DRA 2.0, SRA 2.0, FSA assessments

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Data Meetings, Leadership Meetings, Coaching logs

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

I-Ready, Access 2.0, Running Records, Lesson Plans, Coaching logs, District Assessments, Staff attendance, students work, DRA 2.0, FSS assessments

G1.B6 Lack of school-wide cohesive consistent instructional Tier 1 and Tier 2 reading instruction. **2**

 B262211

G1.B6.S1 Professional Development for initial and follow up training for effective researched-based instruction that addresses student Tier 1 and Tier 2 reading needs (LLI, Fountas & Pinnell, G.R.R./Reading Workshop, Various Best Practices) **4**

 S277790

Strategy Rationale

Professional Development will be implemented for small group (strategic grouping/conferencing) instruction, performance-based instruction and differentiated instruction based on student data.

Action Step 1 **5**

Professional Development will be implemented for small group (strategic grouping/conferencing) instruction, performance-based instruction and differentiated instruction based on student data.

Person Responsible

Bernadette Pletcher

Schedule

Monthly, from 8/4/2017 to 6/30/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

Established Professional Development dates; MTSS meetings; ILT meetings to analyze Tier 1 and 2 data; Teacher Evaluation

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

Professional development dates; faculty attendance; walkthroughs; observations; Teacher Evaluation System, lesson plans, District 2nd-5th grade benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, DRA 2.0, and FSA results

Plan to Monitor Effectiveness of Implementation of G1.B.6.S1 7

Walkthroughs; observations; Teacher Evaluation System, lesson plans, District 2nd-5th grade benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, DRA 2.0, and FSA results

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

Professional development dates; faculty attendance; walkthroughs; observations; Teacher Evaluation System, lesson plans, District 2nd-5th grade benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, DRA 2.0, and FSA results

G1.B7 Lack of understanding prescriptive reports for I-Ready, LLI, F/P Phonics and Tier III. **2**

 B262212

G1.B7.S1 Professional Development on how to analyze prescriptive reports and create instructional lesson plans to meet student needs that is provided by the data **4**

 S277791

Strategy Rationale

Professional Development opportunities will be planned and implemented to understand how to interpret student data and plan instruction to increase the mastery of the standards being taught by various school-based teams (ILT, MTSS, and administration).

Action Step 1 **5**

Professional Development opportunities will be planned and implemented to understand how to interpret student data and plan instruction to increase the mastery of the standards being taught by various school-based teams (ILT, MTSS, and administration).

Person Responsible

Bernadette Pletcher

Schedule

On 6/30/2018

Evidence of Completion

Professional development dates; faculty attendance; walkthroughs; observations; Teacher Evaluation System, lesson plans, District 3rd-5th grade benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, DRA 2.0, and FSA results

Plan to Monitor Fidelity of Implementation of G1.B7.S1 **6**

Professional development schedule; student data analyzed through excel sheets, charts, graphs; lesson plans; walkthroughs/observations

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

Professional Development schedule, faculty attendance, MTSS data, Teacher Evaluation System, lesson plans, District 2nd-5th grade benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records and FSA results

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Grade level and staff meetings to assist in interpreting the various reports and make decisions based on student needs

Person Responsible

Marla Massi-Blackmore

Schedule

Monthly, from 8/4/2017 to 6/30/2018

Evidence of Completion

I-Ready, LLI, Fountas & Pinnell, Six Systems of Reading, DRA 2.0, etc.

G1.B8 Students' lack of reading endurance. 2

 B262213

G1.B8.S1 Professional Development and collaborative planning for the Gradual Release Model, Instructional Best Practices, Student Interest Reading Inventories, Running Records, and motivational strategies. 4

 S277792

Strategy Rationale

Professional Development based on student data, observations, various best practices and grade level collaboration and meetings discussing and analyzing of student data

Action Step 1 5

Professional Development based on student data, observations, various best practices and grade level collaboration and meetings discussing and analyzing of student data

Person Responsible

Marla Massi-Blackmore

Schedule

Monthly, from 8/4/2017 to 6/30/2018

Evidence of Completion

Teacher Evaluation System, District 2nd-5th grade benchmark assessments, DRA 2.0, Six Systems of Reading, Running Records, grade level common assessments, unit assessments, lesson plans, student work, I-Ready, and FSA data

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Classroom observations, walkthroughs, lesson plans, Teacher Evaluation, student work

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

Teacher Evaluation System, lesson plans, District 2nd-5th grade benchmark assessments, grade level common assessments, unit assessments, I-Ready, running records and FSA data

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Weekly team meetings, daily ILT meetings, Grade level/ILT collaboration, lesson plans, walkthroughs/observations

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

Teacher Evaluation System, lesson plans, District benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, FSA data

G1.B12 Lack of writing across the curriculum. 2

B262217

G1.B12.S1 Professional Development for the implementation of writing across the curriculum; analyze student responses to text and across the curriculum through meeting the standards/rubrics; Implementing Collins Writing Program (Five Types of Writing). 4

S277796

Strategy Rationale

Lack of systematic approach for writing across the curriculum; Evidence of rigor.

Action Step 1 5

Implementation of Collins Writing Program; Grade level meetings to analyze reading and math journals

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B12.S1 6

Implementing Collins Writing Program (Five Types of Writing); Grade level meetings to analyze reading and math journals

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

Student work (reading and math response journals), Write Score, District Assessments, etc.

Plan to Monitor Effectiveness of Implementation of G1.B12.S1 7

Walkthroughs; Observations, student work

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/1/2018

Evidence of Completion

Samples of student Type Five writing and reading and math response journals

G1.B14 Parents not understanding the importance of their children being in school everyday and being on time. 2

 B262219

G1.B14.S1 SAC/Family meetings; Research discussions, Home Visits 4

 S277798

Strategy Rationale

Parents not understanding the importance of their children being in school everyday and being on time.

Action Step 1 5

Guidance Counselor, Social Worker and Graduation Enhancement Technician will monitor attendance data, host family meetings and conduct home visits

Person Responsible

Bernadette Pletcher

Schedule

Monthly, from 8/4/2017 to 6/30/2018

Evidence of Completion

District Assessment; FOCUS attendance

Plan to Monitor Fidelity of Implementation of G1.B14.S1 6

Guidance Counselor, Social Worker and Graduation Enhancement Technician will monitor attendance data, host family meetings and conduct home visits

Person Responsible

Marla Massi-Blackmore

Schedule

On 6/30/2018

Evidence of Completion

Attendance and tardy data; Various assessments

Plan to Monitor Effectiveness of Implementation of G1.B14.S1 7

Monthly collection and analysis of attendance and tardy data

Person Responsible

Marla Massi-Blackmore

Schedule

Monthly, from 8/4/2017 to 6/30/2018

Evidence of Completion

FOCUS attendance and tardy data

G1.B15 Time and consistency with application of the Positive Behavior Support system. **2**

 B262220

G1.B15.S1 Professional development and follow up activities addressing PBS goals and expectations, specific behavioral positive feedback, and motivational materials. **4**

 S277799

Strategy Rationale

Time and consistency with application of the Positive Behavior Support system is vital for its effectiveness

Action Step 1 **5**

The Tillman initiative to effectively implement PBS is to establish scheduled professional development of PBS, clear collaborative school-wide committed plan, planned dates and strategies to honor students, and provide follow-up professional development based on student and staff data. The ILT and MTSS team will monitor and report out the the leadership team. This initiative is supported by a school-based PBS committee who is participating in District training throughout the year.

Person Responsible

Bernadette Pletcher

Schedule

Monthly, from 8/4/2017 to 6/30/2018

Evidence of Completion

PBS Professional Development schedule, faculty attendance, PBS, MTSS and student attendance/tardiness data, progress reports, report cards and student input

Plan to Monitor Fidelity of Implementation of G1.B15.S1 **6**

PBS Professional Development follow-ups based on student and teacher data, student attendance/tardiness, Behavioral Tracking forms/Referrals

Person Responsible

Marla Massi-Blackmore

Schedule

Quarterly, from 8/4/2017 to 6/30/2018

Evidence of Completion

Student attendance/tardiness data, PBS data, MTSS data, progress reports, report cards, academic data

Plan to Monitor Effectiveness of Implementation of G1.B15.S1 7

ILT Team, MTSS, and Leadership team meetings; collaborative committee work from PBS members; Professional Development PBS follow-ups based on student and teacher data

Person Responsible

Marla Massi-Blackmore

Schedule

Quarterly, from 8/4/2017 to 6/30/2018

Evidence of Completion

Student attendance/tardiness data, PBS data, MTSS data, progress reports, report cards, academic data

G1.B17 Lack of a comprehensive understanding of the Florida State Standards and grade level outcomes for the standards. 2

 B262222

G1.B17.S1 Professional Development, Professional Learning Communities, and collaborative planning to unpack and develop the Know, Understand, and Do, lesson and assessment analysis of the Florida Standards; CPALMS, FSA Portal, book studies, etc 4

 S277801

Strategy Rationale

Understanding of the outcomes of the New standards

Action Step 1 5

Professional Development sessions, PLCs, team and vertical planning,

Person Responsible

Bernadette Pletcher

Schedule

Weekly, from 8/4/2017 to 6/30/2018

Evidence of Completion

Manatee County Teacher Evaluation System, District 2nd-5th grade benchmark assessments, DRA 2.0, Running Records, grade level common assessments, unit assessments, lesson plans, student work, I-Ready, Type Five Writing, and FSA

Plan to Monitor Fidelity of Implementation of G1.B17.S1 6

ILT will analyze various sources of student data which includes student work on a monthly basis.

Person Responsible

Marla Massi-Blackmore

Schedule

Weekly, from 8/4/2017 to 6/30/2018

Evidence of Completion

Professional Development schedule, Teacher Evaluation System (walkthroughs/ Observations), I-Ready, District 2nd-5th grade assessments, report cards, Progress monitoring resource schedule, and student work.

Plan to Monitor Effectiveness of Implementation of G1.B17.S1 7

ILT will analyze various sources of student data which includes student work on a monthly basis.

Person Responsible

Marla Massi-Blackmore

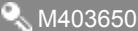
Schedule

Monthly, from 8/4/2017 to 6/30/2018

Evidence of Completion

Professional Development schedule, Teacher Evaluation System (walkthroughs/ Observations), I-Ready, District 2nd-5th grade assessments, report cards, Progress monitoring resource schedule, and student work.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.MA1  M403651	Review attendance data from FOCUS and BrightBytes reported by the District and school progress...	Massi-Blackmore, Marla	6/30/2017	Attendance/tardiness data, School Social Worker, Guidance Counselor and Graduation Enhancement Technician documentation, District 2nd-5th grade benchmark assessments, Behavioral Tracking Forms/Referrals, grade level common assessments, unit assessments, I-Ready, PMRN (K), Running Records, DRA 2.0, SRA 2.0, Running Records, Faculty attendance, PBS data and FSA results	6/1/2018 one-time
G1.B12.S1.MA1  M403662	Walkthroughs; Observations, student work	Massi-Blackmore, Marla	6/30/2017	Samples of student Type Five writing and reading and math response journals	6/1/2018 one-time
G1.B7.S1.MA1  M403658	Grade level and staff meetings to assist in interpreting the various reports and make decisions...	Massi-Blackmore, Marla	8/4/2017	I-Ready, LLI, Fountas & Pinnell, Six Systems of Reading, DRA 2.0, etc.	6/30/2018 monthly
G1.B1.S1.A1  A374262	Instructional coaching, on-going professional development for instructional best practices,...	Massi-Blackmore, Marla	8/10/2017	Teacher Evaluation System, PMRN (K), District benchmark assessments, DRA 2.0, Running Records, grade level common assessments, unit assessments, lesson plans, student work, I-Ready, SRA 2.0 and FSA data	6/30/2018 one-time
G1.B1.S1.A2  A374263	Instructional coaching, on-going professional development for instructional best practices,...	Massi-Blackmore, Marla	8/10/2017	Teacher Evaluation System, PMRN (K), District benchmark assessments, DRA 2.0, Running Records, grade level common assessments, unit assessments, lesson plans, student work, I-Ready, SRA 2.0 and FSA data	6/30/2018 one-time
G1.B2.S1.MA1  M403650	Monthly attendance/tardy data meetings, grade level meeting discussions for student work, weekly...	Massi-Blackmore, Marla	8/10/2017	Attendance/tardy data, lesson plans, District 2nd-5th grade benchmark assessments, grade level common assessments, unit assessments, I-Ready, DRA 2.0, SRA 2.0, Running Records, PBS data	6/30/2018 one-time
G1.MA1  M403670	Review attendance data from FOCUS reported by the District and school progress monitoring of data...	Massi-Blackmore, Marla	8/10/2017	Attendance/tardiness data, School Social Worker, Guidance Counselor and Graduation Enhancement Technician documentation, District 2nd-5th grade benchmark assessments, Behavioral Tracking Forms/Referrals, grade level common assessments, unit assessments, I-Ready, Running Records, DRA 2.0, Running Records, Faculty attendance, PBS data and FSA results	6/30/2018 monthly
G1.B2.S1.A1  A374264	G.E.T. and Social Worker will review attendance data from FOCUS and BrightBytes reported by the...	Pletcher, Bernadette	8/10/2017	Attendance/tardiness data; Teacher Evaluation System, PBS data, lesson plans, District benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, Professional Development schedule, faculty attendance, FSA results	6/30/2018 one-time
G1.B4.S1.MA1  M403652	ILT/Team/MTSS Meetings, Parent feedback through feedback	Massi-Blackmore, Marla	8/10/2017	Parent attendance, signatures, and surveys; student work/data	6/30/2018 one-time
G1.B4.S1.MA1  M403653	Established parent workshop dates, parent attendance, Title I training for PI, and standard data	Massi-Blackmore, Marla	8/10/2017	Parent attendance, signatures and surveys; standard data	6/30/2018 one-time

Manatee - 0521 - James Tillman Elementary Magnet School - 2017-18 SIP
James Tillman Elementary Magnet School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1  A374265	A grade level team will be trained and implement standard-based parent workshop. Lesson plans and...	Massi-Blackmore, Marla	8/10/2017	District assessments, grade level common assessments, parent attendance and signatures, surveys	6/30/2018 one-time
G1.B5.S1.MA1  M403654	Data Meetings, Leadership Meetings, Coaching logs	Massi-Blackmore, Marla	8/10/2017	I-Ready, Access 2.0, Running Records, Lesson Plans, Coaching logs, District Assessments, Staff attendance, students work, DRA 2.0, FSS assessments	6/30/2018 one-time
G1.B5.S1.MA1  M403655	School-based coaching log, ILT Meetings, Leadership Meetings	Massi-Blackmore, Marla	8/10/2017	I-Ready, Access 2.0, Running Records, Lesson Plans, school-based coaching log, District Assessments, Attendance logs, students work, DRA 2.0, SRA 2.0, FSA assessments	6/30/2018 one-time
G1.B5.S1.A1  A374266	Professional development from administrators, peer teachers, Reading Coach, ESOL teacher, school...	Massi-Blackmore, Marla	8/10/2017	Teacher Evaluation System, Access 2.0, District benchmark assessments, DRA 2.0, SRA 2.0, Running Records, grade level common assessments, unit assessments, lesson plans, student work, I-Ready, and FSA data	6/30/2018 one-time
G1.B6.S1.MA1  M403656	Walkthroughs; observations; Teacher Evaluation System, lesson plans, District 2nd-5th grade...	Massi-Blackmore, Marla	8/4/2017	Professional development dates; faculty attendance; walkthroughs; observations; Teacher Evaluation System, lesson plans, District 2nd-5th grade benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, DRA 2.0, and FSA results	6/30/2018 one-time
G1.B6.S1.MA1  M403657	Established Professional Development dates; MTSS meetings; ILT meetings to analyze Tier 1 and 2...	Massi-Blackmore, Marla	8/4/2017	Professional development dates; faculty attendance; walkthroughs; observations; Teacher Evaluation System, lesson plans, District 2nd-5th grade benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, DRA 2.0, and FSA results	6/30/2018 one-time
G1.B6.S1.A1  A374267	Professional Development will be implemented for small group (strategic grouping/conferencing)...	Pletcher, Bernadette	8/4/2017		6/30/2018 monthly
G1.B1.S1.MA1  M403649	Meeting with administration regarding established coaching, student work, various data sources,...	Massi-Blackmore, Marla	8/10/2017	Teacher Evaluation System, Professional Development schedule; faculty attendance, PMRN (K), District 2nd-5th grade benchmark assessments, DRA 2.0, SRA 2.0, Running Records, District Assessments grade level common assessments, unit assessments, lesson plans, student work, I-Ready, and FSA results	6/30/2018 one-time
G1.B7.S1.MA1  M403659	Professional development schedule; student data analyzed through excel sheets, charts, graphs;...	Massi-Blackmore, Marla	8/4/2017	Professional Development schedule, faculty attendance, MTSS data, Teacher Evaluation System, lesson plans, District 2nd-5th grade benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records and FSA results	6/30/2018 one-time
G1.B7.S1.A1  A374268	Professional Development opportunities will be planned and implemented to understand how to...	Pletcher, Bernadette	8/4/2017	Professional development dates; faculty attendance; walkthroughs; observations; Teacher Evaluation System, lesson plans, District 3rd-5th grade benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, DRA 2.0, and FSA results	6/30/2018 one-time

Manatee - 0521 - James Tillman Elementary Magnet School - 2017-18 SIP
James Tillman Elementary Magnet School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S1.MA1 M403660	Weekly team meetings, daily ILT meetings, Grade level/ILT collaboration, lesson plans,...	Massi-Blackmore, Marla	6/30/2017	Teacher Evaluation System, lesson plans, District benchmark assessments, grade level common assessments, unit assessments, I-Ready, Running Records, FSA data	6/30/2018 one-time
G1.B8.S1.MA1 M403661	Classroom observations, walkthroughs, lesson plans, Teacher Evaluation, student work	Massi-Blackmore, Marla	8/4/2017	Teacher Evaluation System, lesson plans, District 2nd-5th grade benchmark assessments, grade level common assessments, unit assessments, I-Ready, running records and FSA data	6/30/2018 one-time
G1.B8.S1.A1 A374269	Professional Development based on student data, observations, various best practices and grade...	Massi-Blackmore, Marla	8/4/2017	Teacher Evaluation System, District 2nd-5th grade benchmark assessments, DRA 2.0, Six Systems of Reading, Running Records, grade level common assessments, unit assessments, lesson plans, student work, I-Ready, and FSA data	6/30/2018 monthly
G1.B1.S1.MA1 M403648	On-going collection of data from various sources, records of coaching dates and team collaboration...	Massi-Blackmore, Marla	8/10/2017	Meeting documentation, I-Ready data, DRA 2.0, SRA 2.0, District Assessments, student work, running records, lesson plans, unit assessments, Tier data.	6/30/2018 one-time
G1.B12.S1.MA1 M403663	Implementing Collins Writing Program (Five Types of Writing); Grade level meetings to analyze...	Massi-Blackmore, Marla	8/4/2017	Student work (reading and math response journals), Write Score, District Assessments, etc.	6/30/2018 one-time
G1.B12.S1.A1 A374271	Implementation of Collins Writing Program; Grade level meetings to analyze reading and math journals	Massi-Blackmore, Marla	8/4/2017		6/30/2018 one-time
G1.B14.S1.MA1 M403664	Monthly collection and analysis of attendance and tardy data	Massi-Blackmore, Marla	8/4/2017	FOCUS attendance and tardy data	6/30/2018 monthly
G1.B14.S1.MA1 M403665	Guidance Counselor, Social Worker and Graduation Enhancement Technician will monitor attendance...	Massi-Blackmore, Marla	8/4/2017	Attendance and tardy data; Various assessments	6/30/2018 one-time
G1.B14.S1.A1 A374272	Guidance Counselor, Social Worker and Graduation Enhancement Technician will monitor attendance...	Pletcher, Bernadette	8/4/2017	District Assessment; FOCUS attendance	6/30/2018 monthly
G1.B15.S1.MA1 M403666	ILT Team, MTSS, and Leadership team meetings; collaborative committee work from PBS members;...	Massi-Blackmore, Marla	8/4/2017	Student attendance/tardiness data, PBS data, MTSS data, progress reports, report cards, academic data	6/30/2018 quarterly
G1.B15.S1.MA1 M403667	PBS Professional Development follow-ups based on student and teacher data, student...	Massi-Blackmore, Marla	8/4/2017	Student attendance/tardiness data, PBS data, MTSS data, progress reports, report cards, academic data	6/30/2018 quarterly
G1.B15.S1.A1 A374273	The Tillman initiative to effectively implement PBS is to establish scheduled professional...	Pletcher, Bernadette	8/4/2017	PBS Professional Development schedule, faculty attendance, PBS, MTSS and student attendance/tardiness data, progress reports, report cards and student input	6/30/2018 monthly
G1.B17.S1.MA1 M403668	ILT will analyze various sources of student data which includes student work on a monthly basis.	Massi-Blackmore, Marla	8/4/2017	Professional Development schedule, Teacher Evaluation System (walkthroughs/ Observations), I-Ready, District 2nd-5th grade assessments, report cards, Progress monitoring resource schedule, and student work.	6/30/2018 monthly
G1.B17.S1.MA1 M403669	ILT will analyze various sources of student data which includes student work on a monthly basis.	Massi-Blackmore, Marla	8/4/2017	Professional Development schedule, Teacher Evaluation System (walkthroughs/ Observations), I-Ready, District 2nd-5th grade assessments, report cards, Progress monitoring resource schedule, and student work.	6/30/2018 weekly
G1.B17.S1.A1 A374274	Professional Development sessions, PLCs, team and vertical planning,	Pletcher, Bernadette	8/4/2017	Manatee County Teacher Evaluation System, District 2nd-5th grade	6/30/2018 weekly

Manatee - 0521 - James Tillman Elementary Magnet School - 2017-18 SIP
James Tillman Elementary Magnet School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				benchmark assessments, DRA 2.0, Running Records, grade level common assessments, unit assessments, lesson plans, student work, I-Ready, Type Five Writing, and FSA	

V. Professional Development Opportunities

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

G1. If grade appropriate learning experiences are aligned with grade level standards, then 50% of students will score satisfactory in ELA, Mathematics, and Science as measured by FSA and state assessments.

G1.B1 Lack of time to collaborate and for training on the Best Practices for analyzing FSA standards as a team, grade level standard-based instructional delivery and outcomes, Gradual Release Model/Workshop Model, best practice strategies for all learners, MTSS process and documentation, strategic and performance-based grouping, standard-based grading, text-based writing, CIS lessons (for close reading), analyzing of data from various sources, developing common assessments, etc.

G1.B1.S1 Hire a Reading Coach and ESOL Instructional teacher for school-wide professional development and small group instruction for all students and support/input instruction for Tier I and II. Teacher will support daily grade level team data meeting discussions; Professional Development (FSA, GRR, Units of Study, differentiated instruction, etc.); (During/After/Saturday) tutoring, MTSS/IST meetings; student work, assessments and lesson plans development.

PD Opportunity 1

Instructional coaching, on-going professional development for instructional best practices, standards, ELL strategies, and Tiers. Data discussions, analyzation of student work, and implementation of the standards will also be supported through coaching and modeling.

Facilitator

ILT Team members (Reading Coach)

Participants

School-wide

Schedule

On 6/30/2018

PD Opportunity 2

Instructional coaching, on-going professional development for instructional best practices, standards, ELL strategies, and Tiers. Data discussions, analyzation of student work, and implementation of the standards will also be supported through coaching and modeling.

Facilitator

ILT Team members (Reading Coach)

Participants

School-wide

Schedule

On 6/30/2018

G1.B5 Lack of school-wide instructional cohesiveness.

G1.B5.S1 Professional Development for Tier I instructional delivery that is based on best practices and research-based processes.

PD Opportunity 1

Professional development from administrators, peer teachers, Reading Coach, ESOL teacher, school support specialist and district instructional coaches through various methods (modeling, workshops, collaborative planning, facilitating analyzation of student outcomes, etc).

Facilitator

ILT Team

Participants

School-wide

Schedule

On 6/30/2018

G1.B6 Lack of school-wide cohesive consistent instructional Tier 1 and Tier 2 reading instruction.

G1.B6.S1 Professional Development for initial and follow up training for effective researched-based instruction that addresses student Tier 1 and Tier 2 reading needs (LLI, Fountas & Pinnell, G.R.R./Reading Workshop, Various Best Practices)

PD Opportunity 1

Professional Development will be implemented for small group (strategic grouping/conferencing) instruction, performance-based instruction and differentiated instruction based on student data.

Facilitator

Professional Development schedule; Teacher attendance; lesson plans, walkthroughs, observations, student data

Participants

School-wide

Schedule

Monthly, from 8/4/2017 to 6/30/2018

G1.B7 Lack of understanding prescriptive reports for I-Ready, LLI, F/P Phonics and Tier III.

G1.B7.S1 Professional Development on how to analyze prescriptive reports and create instructional lesson plans to meet student needs that is provided by the data

PD Opportunity 1

Professional Development opportunities will be planned and implemented to understand how to interpret student data and plan instruction to increase the mastery of the standards being taught by various school-based teams (ILT, MTSS, and administration).

Facilitator

Instructional Leadership Team

Participants

School-wide

Schedule

On 6/30/2018

G1.B8 Students' lack of reading endurance.

G1.B8.S1 Professional Development and collaborative planning for the Gradual Release Model, Instructional Best Practices, Student Interest Reading Inventories, Running Records, and motivational strategies.

PD Opportunity 1

Professional Development based on student data, observations, various best practices and grade level collaboration and meetings discussing and analyzing of student data

Facilitator

Instructional Leadership Team

Participants

School-wide

Schedule

Monthly, from 8/4/2017 to 6/30/2018

G1.B12 Lack of writing across the curriculum.

G1.B12.S1 Professional Development for the implementation of writing across the curriculum; analyze student responses to text and across the curriculum through meeting the standards/rubrics; Implementing Collins Writing Program (Five Types of Writing).

PD Opportunity 1

Implementation of Collins Writing Program; Grade level meetings to analyze reading and math journals

Facilitator

Instructional Leadership Team

Participants

School-wide

Schedule

On 6/30/2018

G1.B15 Time and consistency with application of the Positive Behavior Support system.

G1.B15.S1 Professional development and follow up activities addressing PBS goals and expectations, specific behavioral positive feedback, and motivational materials.

PD Opportunity 1

The Tillman initiative to effectively implement PBS is to establish scheduled professional development of PBS, clear collaborative school-wide committed plan, planned dates and strategies to honor students, and provide follow-up professional development based on student and staff data. The ILT and MTSS team will monitor and report out the the leadership team. This initiative is supported by a school-based PBS committee who is participating in District training throughout the year.

Facilitator

Instructional Leadership Team

Participants

School-wide

Schedule

Monthly, from 8/4/2017 to 6/30/2018

G1.B17 Lack of a comprehensive understanding of the Florida State Standards and grade level outcomes for the standards.

G1.B17.S1 Professional Development, Professional Learning Communities, and collaborative planning to unpack and develop the Know, Understand, and Do, lesson and assessment analysis of the Florida Standards; CPALMS, FSA Portal, book studies, etc

PD Opportunity 1

Professional Development sessions, PLCs, team and vertical planning,

Facilitator

Instructional Leadership Team

Participants

School-wide

Schedule

Weekly, from 8/4/2017 to 6/30/2018

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	Instructional coaching, on-going professional development for instructional best practices, standards, ELL strategies, and Tiers. Data discussions, analyzation of student work, and implementation of the standards will also be supported through coaching and modeling.				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - James Tillman Elementary Magnet School	Title I, Part A		\$30,000.00
2	G1.B1.S1.A2	Instructional coaching, on-going professional development for instructional best practices, standards, ELL strategies, and Tiers. Data discussions, analyzation of student work, and implementation of the standards will also be supported through coaching and modeling.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - James Tillman Elementary Magnet School	Title I, Part A		\$10,000.00
3	G1.B12.S1.A1	Implementation of Collins Writing Program; Grade level meetings to analyze reading and math journals				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - James Tillman Elementary Magnet School	Title I, Part A		\$10,000.00
4	G1.B14.S1.A1	Guidance Counselor, Social Worker and Graduation Enhancement Technician will monitor attendance data, host family meetings and conduct home visits				\$0.00
5	G1.B15.S1.A1	The Tillman initiative to effectively implement PBS is to establish scheduled professional development of PBS, clear collaborative school-wide committed plan, planned dates and strategies to honor students, and provide follow-up professional development based on student and staff data. The ILT and MTSS team will monitor and report out the the leadership team. This initiative is supported by a school-based PBS committee who is participating in District training throughout the year.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - James Tillman Elementary Magnet School	Title I, Part A		\$5,000.00
6	G1.B17.S1.A1	Professional Development sessions, PLCs, team and vertical planning,				\$80,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - James Tillman Elementary Magnet School	Title I, Part A		\$80,000.00

7	G1.B2.S1.A1	G.E.T. and Social Worker will review attendance data from FOCUS and BrightBytes reported by the District and school progress monitoring data. MTSS/IST members will also analyze attendance and tardiness to determine it as a factor. PBS Professional development and data, walkthroughs, observations and student work will also assist in monitoring this strategy.				\$0.00
8	G1.B4.S1.A1	A grade level team will be trained and implement standard-based parent workshop. Lesson plans and resources will be constructed and best practices will be demonstrated for parents and students for the standard being mastered. Childcare and translation will be available.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - James Tillman Elementary Magnet School			\$5,000.00
9	G1.B5.S1.A1	Professional development from administrators, peer teachers, Reading Coach, ESOL teacher, school support specialist and district instructional coaches through various methods (modeling, workshops, collaborative planning, facilitating analysis of student outcomes, etc).				\$70,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - James Tillman Elementary Magnet School			\$70,000.00
10	G1.B6.S1.A1	Professional Development will be implemented for small group (strategic grouping/conferencing) instruction, performance-based instruction and differentiated instruction based on student data.				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - James Tillman Elementary Magnet School	Title I, Part A		\$25,000.00
11	G1.B7.S1.A1	Professional Development opportunities will be planned and implemented to understand how to interpret student data and plan instruction to increase the mastery of the standards being taught by various school-based teams (ILT, MTSS, and administration).				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - James Tillman Elementary Magnet School	Title I, Part A		\$10,000.00
12	G1.B8.S1.A1	Professional Development based on student data, observations, various best practices and grade level collaboration and meetings discussing and analyzing of student data				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - James Tillman Elementary Magnet School	Title I, Part A		\$20,000.00
Total:						\$265,000.00