# Eustis Elementary School



## 2015-16 School Improvement Plan

# Eustis Elementary School

714 E CITRUS AVE, Eustis, FL 32726

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

## School Demographics

| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
|---|---|---|
| Elementary | Yes | 72% |

| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| No | No | 53% |

## School Grades History

| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
|---|---|---|---|---|
| Grade | C* | B | B | A |

*Preliminary 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 Lake County School Board.

## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

## Table of Contents

# Purpose and Outline of the SIP

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

## Part I: Current School Status

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

## Part II: Needs Assessment

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

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

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

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

## Appendices

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

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

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

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

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2015-16 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Not In DA | 3 | Ella Thompson |

| Former F | | Turnaround Status |
|---|---|---|
| No | | |

# Part I: Current School Status

## Supportive Environment

### School Mission and Vision

#### Provide the school's mission statement

Every Student
Every Day
Successfully achieves to his or her potential
EES students are C2 ready!

#### Provide the school's vision statement

Eustis Elementary has the vision of ALL students being college and career ready.

### School Environment

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

During the 2015-2016 school year EES will celebrate the many cultures found in our school. We will set aside a day this school year to celebrate the different cultures represented at EES.

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

Using though Positive Behavior Support school wide rules and procedures have been created. We also kicked off the year with OMEGA Man. His acronym Help Everyone Respect Others is our foundation for the school year. We have a discipline ladder that includes parent support. We use the program Bully Proofing our School and have a no tolerance policy for bullying.

#### 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

Eustis Elementary has used the Positive Behavior support system for the 4 years I have been principal. We train the classified staff as well as all instructional staff yearly. There is a discipline ladder that includes consequences for misbehavior. Administrators has conversations regularly through grade level meetings and RTI meetings about which students cause disruptions and we often provide our offices as a time out place so that the other students are not disturbed.

#### 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

Eustis Elementary school ensures that the social-emotional needs of all students are met in many ways. The administrative team mentors students. We recruit outside mentors as much as possible. Our guidance counselor provides LEAPS lessons for those students who are identified as Tier 3 RTI.

### Early Warning Systems

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

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

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

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

| Indicator | Grade Level | Total |
|---|---|---|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

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

| Indicator | Grade Level | Total |
|---|---|---|
| Students exhibiting two or more indicators | | |

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

## Family and Community Involvement

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

*PIP Link*

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/228452.

*Description*

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

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

The Eustis Kiwanis club sponsors a Terrific Kids luncheon once a month to recognize students who show good citizenship. Mrs. Henry has reached out to the Bates Avenues organization for assistance in getting some parent education programs going in that area. We have also had several businesses sponsor some special projects that we have to raise funds for student incentives.

## Effective Leadership

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

**School Leadership Team**

**Membership:**

| Name | Title |
|------|-------|
| Sawchuk, Kay | Principal |
| Henry, Tammie | Assistant Principal |
| Pfister, Terry | Other |
| Stubbs, Melinda | Instructional Coach |
| Miller, Cindy | Guidance Counselor |
| Hudson, Becky | Other |
| StoneKing, Jennifer | |

**Duties**

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

Principal leads the team, monitors data, sits in the MTSS monthly meetings as much as possible. Assistant Principal is responsible for the discipline, safety, and PBS implementation. Mrs. Hudson is a member of the EWS committee. She reports information to the committee responsible for early warning systems. Literacy coach is responsible for SIP committee related to reading and writing. She is also an active member of the MTSS team and provides suggestions for reading interventions. Curriculum resource teacher is responsible for SIPcommittee related to math and science. She monitors STEM school initiaves. She is an active member of the MTSS team and provides support to teachers.
The accelerated resource teacher is responsible for monitoring at risk students as well as the ELL students. She sits in on ELL yearly meetings where plans are developed for each student. The ESE school specialist mentors ESE teachers, monitors IDEA compliance and acts as a liaison between district and school.

***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***

Eustis Elementary has an MTSS team that consists of an administrator, guidance counselor, CRT,literacy coach. This team meets about every six weeks with teachers and parents of students who are in the MTSS process. Our SIP committees meet monthly to monitor the data and make recommendations for next steps to ensure that students are working toward the goals stated in the SIP.
Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides an Academic Resource Teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.
Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.
Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other

federal, district and local programs to help meet the needs of these students.

Title X, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

SAI funds are used to provide before school tutoring to students who cannot come to the afternoon tutoring.

### School Advisory Council (SAC)

**Membership:**

| Name | Stakeholder Group |
| --- | --- |
| Renee Isabelle | Teacher |
| Maria Parra | Education Support Employee |
| Kay Sawchuk | Principal |
| Michelle Brown | Parent |
| Lilliana Sepulevda | Parent |
| Linda Bennett | Parent |
| | Student |
| | Student |

**Duties**

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

*Evaluation of last year's school improvement plan*

Monthly School Improvement committee meetings were held where the plan was reviewed for compliance. In addition the plan was reviewed quarterly with SAC. Since we showed a gain of 78 points in our score that determined our grade I would say what we did in our plan was successful.

*Development of this school improvement plan*

The SAC will review,approve and oversee the implementation of the school improvement plan.

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

The schools annual budget will be reviewed at the October SAC meeting.

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

Eustis Elementary recieved no school improvement funds. Eustis Elementary did receive "A" monies in the 2012-2013 school year. Those monies were used to support technology needs.

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

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

## Literacy Leadership Team (LLT)

### Membership:

| Name | Title |
|------|-------|
| Stubbs, Melinda | Instructional Coach |
| Sawchuk, Kay | |
| Hadley, Heather | Instructional Media |

### Duties

#### *Describe how the LLT promotes literacy within the school*

The LLT will monitor AR goals, plan Literacy Week activities and plan parent engagement activities. This team meets monthly to discuss progress towards goals of AR and Superintendent's reading challenge. They also monitor Istation and Write Score data on a quarterly basis.

## Public and Collaborative Teaching

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

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

In summer prior to the 2015-2016 school year teachers where given an opportunity to plan with their grade levels through a writing team. This writing team was tasked with creating a focus calendar for the year. Collaborative planning takes place in many ways. Each grade level was given subs for a half day in order to plan activities around the curriculum maps. This collaboration will occur two more times. Each grade level must have collaborative planning time during the school week. This planning is done during their plan time and is documented with minutes that are sent to Mrs. Sawchuk. Also, once a month grade level PLC's are conducted for the purpose of lesson study.

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

When hiring the administration makes sure to hire highly qualified teachers when at all possible. Mentors are assigned to new teachers to the profession as well as new teachers to Eustis Elementary. The person who represents EES as TQR is Tammie Henry. She is the liason between the district and the school.

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

At EES we have one teacher who is being mentored. Mrs. Craft is an ESE teacher who is in the process of completing requirements to become an ESE teacher. She is being mentored by Jennifer Lanier who is currently a 4th grade inclusion teacher.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

### Instructional Programs

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

Eustis Elementary uses collaborative planning and lesson study to ensure that core instructional programs and materials are aligned to Florida's standards. Teachers are using the blueprints created by the curriculum department to make sure pacing is appropriate.

**Instructional Strategies**

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

Eustis Elementary school uses data from Istation, STAR, Iready and Write Score to determine the instructional level of students in reading, writing and math. This data is used for small group intervention, AR goals as well as MTSS. Student's spend time on Istation and Iready in addition to other instruction. The amount of time students spend on Istation and Iready is based on the diagnostic assessment.

***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:** Extended School Day

**Minutes added to school year:** 60

Students in grades 3-5 are given an opportunity to be involved in STEM Club. This club meets weekly throughout the school year starting in October.

***Strategy Rationale***

Giving students opportunities to have hands on experience with STEM activities will help them in developing the math and science skills necessary to excel academically in these area.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***
Pfister, Terry, pfistert@lake.k12.fl.us

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

We will use data from the beginning of the year Science assessment as well as Iready math diagnostic as baseline. Effectiveness will be determined by scores on FSA math as well as FCAT science.

**Strategy:** After School Program

**Minutes added to school year:** 180

Students in grades 3-5 who may be at risk for not making proficient scores on the FSA will be offered after school tutoring. This tutoring will be targeted to improve academics, in writing, reading and mathematics.

*Strategy Rationale*

*Strategy Purpose(s)*

- Core Academic Instruction

*Person(s) responsible for monitoring implementation of the strategy*
Pfister, Terry, pfistert@lake.k12.fl.us

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

Baseline assessments in reading, writing and mathematics.

**Strategy:** Extended School Day

**Minutes added to school year:** 60

Identified students in grades 3-5 who cannot attend after school tutoring can attend before school tutoring in the computer lab. This time gives students extra minutes on Istation and Iready. Identified students in grade 2 are also invited to participate in this before school tutoring.

*Strategy Rationale*

Giving students time outside the classroom on programs designed to meet the students where they are academically will improve student performance by filling in the foundational gaps.

*Strategy Purpose(s)*

- Core Academic Instruction

*Person(s) responsible for monitoring implementation of the strategy*
Pfister, Terry, pfistert@lake.k12.fl.us

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

The data used to determine effectiveness will be the same data that we are using to monitor all of our intiatives.

## Student Transition and Readiness

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

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

To assist with transition we have local Headstart students come and tour EES. We also have a couple of meetings in the Spring and invite prospective Kindergarten parents to attend. These meeeetings give the parents an opportunity to meet the Kindergarten teachers and other staff members.We also provide information about the curriculum.

### College and Career Readiness

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

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

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

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

# Needs Assessment

## Problem Identification

### Data to Support Problem Identification

#### Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

#### 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:

### 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.

## 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.

# 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.**     Eustis Elementary will increase student achievement by ensuring that rigorous, standards based instruction is occurring daily in ELA, Math and Science. Instructional technology will be integrated within this instruction as much as possible.

**G2.**     Eustis Elementary will create a positive learning environment where ALL students can find success.

## Strategic Goals Detail

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

**G1.** Eustis Elementary will increase student achievement by ensuring that rigorous, standards based instruction is occurring daily in ELA, Math and Science. Instructional technology will be integrated within this instruction as much as possible. `1a`

## Targets Supported `1b`

🔍 G071447

| Indicator | Annual Target |
|---|---|
| FSA Mathematics - Achievement | 60.0 |
| FSA English Language Arts - Achievement | 60.0 |
| FCAT 2.0 Science Proficiency | 60.0 |

## Resources Available to Support the Goal `2`

- PLC--lesson study
- Title 1 teachers
- Title 1 teacher assistants
- Before and after school tutoring
- Write Score writing grades 4-5
- Write Score reading grade 3
- Istation
- Iready
- 

## Targeted Barriers to Achieving the Goal `3`

- Teachers are unsure of what defines "rigorous, standards based instruction"
- Students are unable to read on grade level
- Students lack academic vocabulary required to meet rigor of assignments

## Plan to Monitor Progress Toward G1. `8`

Progress monitoring for this goal will be done through Istation, Iready and Write Score.

### Person Responsible
Terry Pfister

### Schedule
Quarterly, from 11/2/2015 to 5/31/2016

### *Evidence of Completion*
The evidence used will be reports pulled from Istation, Iready and Write Score. Students should show progress each time progress monitoring is done. Students who do not show progress will be discussed at MTSS.

**G2.** Eustis Elementary will create a positive learning environment where ALL students can find success.
1a

🔍 G071448

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Attendance rate | 98.0 |

## Resources Available to Support the Goal 2

- Bully Free School Curriculum
- Omega Man
- Guidance lessons
- PBS rewards for behavior and performance
- Eric Jensen's "Engaging Students with Poverty in Mind" book study

## Targeted Barriers to Achieving the Goal 3

- Students who miss more than 10 days of school in a nine weeks.
- Outside influences effect student's motivation
- Students do not feel safe at school due to other students bullying them

### Plan to Monitor Progress Toward G2. 8

Attendance data from each 9 weeks will be used to determine progress.

**Person Responsible**

Tammie Henry

**Schedule**

Quarterly, from 5/31/2016 to 6/6/2016

*Evidence of Completion*

Attendance data will be reviewed quarterly to determine whether attendance has improved for students who have been identified.

### Plan to Monitor Progress Toward G2. 8

Academic data from the progress monitoring instruments; Istation, Iready; Write Score

**Person Responsible**

Terry Pfister

**Schedule**

Quarterly, from 10/1/2015 to 5/31/2016

*Evidence of Completion*

Minutes from the ELA and Math/Stem SIP committees will include data that was reviewed, trends noticed and next steps that will be taken to move us toward the goal.

## 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.** Eustis Elementary will increase student achievement by ensuring that rigorous, standards based instruction is occurring daily in ELA, Math and Science. Instructional technology will be integrated within this instruction as much as possible. `1`

🔑 G071447

**G1.B1** Teachers are unsure of what defines "rigorous, standards based instruction" `2`

🔑 B186211

**G1.B1.S1** Teachers will work in grade level PLCs using the lesson study model to determine whether they are using rigorous standards based instruction and designing tasks that will measure appropriately mastery of standards. `4`

🔑 S197604

### Strategy Rationale

Lesson study has been found to be an effective way for teachers to determine whether students are performing to the rigor of the standards.

### Action Step 1 `5`

Grade level PLC's have been developed that will include lesson study as well as Eric Jensen's "Engaging students with Poverty in mind."

#### Person Responsible

Kay Sawchuk

#### Schedule

Monthly, from 9/9/2015 to 5/31/2016

#### *Evidence of Completion*

Documentation will be found in the registration information in TNL, sign in sheets and agendas from each PLC meeting.

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

Monitoring for fidelity will be done by collecting sign in sheets and feedback form from each PLC meeting.

### Person Responsible

Kay Sawchuk

### Schedule

Monthly, from 10/28/2015 to 5/31/2016

### *Evidence of Completion*

The evidence that will be collected will be sign in sheets and feedback form filled out at the end of each PLC meeting.

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

Effectiveness will be monitored by classroom walkthroughs, informal and formal TEAM assessments.

### Person Responsible

Tammie Henry

### Schedule

Monthly, from 9/28/2015 to 5/31/2016

### *Evidence of Completion*

Feedback from classroom walkthroughs, formal and informal TEAM observations.

**G1.B2** Students are unable to read on grade level  2

B186212

**G1.B2.S1** Title 1 teachers and teacher assistants will work with students who are struggling in ELA, Math and/or Science.  4

S197605

**Strategy Rationale**

Assisting students one on one or in a small group is a more effective way to differentiate so that students can get targeted assistance with specific skills.

**Action Step 1**  5

In order to help students become more proficient readers Title 1 teachers and teacher assistants will help struggling students work on skills in which they are deficient.

**Person Responsible**

Terry Pfister

**Schedule**

Daily, from 8/31/2015 to 6/3/2016

***Evidence of Completion***

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

The fidelity of the implementation will be monitor by Karen Conrad through her technical assistance visits.

**Person Responsible**

Terry Pfister

**Schedule**

Monthly, from 8/31/2015 to 6/3/2016

***Evidence of Completion***

Every month Karen Conrad visits and she leaves us with a document that we will use for evidence.

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

Effectiveness will be monitored through Istation, STAR and student's classroom grades.

### Person Responsible

Kay Sawchuk

### Schedule

Quarterly, from 10/26/2015 to 6/3/2016

### *Evidence of Completion*

The evidence will include data from Istation, STAR and student grades.

**G1.B3** Students lack academic vocabulary required to meet rigor of assignments `2`

🔑 B186213

**G1.B3.S1** Highlight specific academic vocabulary school wide using the morning announcements. `4`

🔑 S197606

### Strategy Rationale

Developing academic vocabulary needs to happen across all grade levels to ensure students are prepared to use the vocabulary when needed.

**Action Step 1** `5`

Eustis Elementary will develop a list of academic vocabulary similar to the 12 words that trip up students when taking a test. This list will become part of a school wide campaign for all students to learn to recognize the words and be able to use them to complete classwork.

### Person Responsible

Tammie Henry

### Schedule

Weekly, from 12/1/2015 to 4/29/2016

### *Evidence of Completion*

The evidence that will be collected will be weekly announcements, pictures of displays created for the words.

### Plan to Monitor Fidelity of Implementation of G1.B3.S1  6

Monitoring for fidelity will be done by the SIP committees.

#### Person Responsible

Kay Sawchuk

#### Schedule

Monthly, from 12/1/2015 to 4/29/2016

#### *Evidence of Completion*

**G2.** Eustis Elementary will create a positive learning environment where ALL students can find success.  1

G071448

**G2.B1** Students who miss more than 10 days of school in a nine weeks.  2

B186217

**G2.B1.S1** Conduct attendance meeting quarterly with parents of students who have missed more than 5 days in the 9 weeks if the students grades are low.  4

S197607

#### Strategy Rationale

It is our hope that by meeting with the parent, teacher, social worker, guidance counselor and administration we can problem solve ways to improve the attendance of that student.

### Action Step 1  5

Data collection will be done on student attendance to determine who is at risk for failure and who has missed more than 5 days in a 9 weeks. The purpose of the data collection will be to plan and conduct an attendance meeting.

#### Person Responsible

Cindy Miller

#### Schedule

Quarterly, from 10/26/2015 to 5/31/2016

#### *Evidence of Completion*

There is a form used when conducting these meetings. This form will be completed and housed in the guidance office.

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

To support the fidelity of this implementation copies of the meeting notes will be kept in the guidance office.

### Person Responsible

Cindy Miller

### Schedule

Quarterly, from 10/26/2015 to 5/31/2016

### *Evidence of Completion*

Evidence will be the data collected on attendance as well as the meeting notes from attendance meetings.

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

Monitoring for effectiveness will be done through the Early Warning Systems SIP Committee.

### Person Responsible

Tammie Henry

### Schedule

Quarterly, from 10/26/2015 to 5/31/2016

### *Evidence of Completion*

Attendance data is reviewed quarterly in this committee.

**G2.B2** Outside influences effect student's motivation  2

B186218

**G2.B2.S1** Teachers will engage in a book study using Eric Jensen's "Engaging Students with Poverty in Mind" with the goal of implementing suggested strategies to improve engagement.  4

S197609

### Strategy Rationale

Eustis Elementary has seen a increase from 52% of students on free/reduced lunch to 72% of students on free/reduced lunch over a five year period.

### Action Step 1  5

Grade level PLC's have been formed for the purpose of lesson study and a book study on Eric Jensen's "Engaging Students with Poverty in Mind."

#### Person Responsible

Melinda Stubbs

#### Schedule

Quarterly, from 10/14/2015 to 5/31/2016

#### *Evidence of Completion*

The evidence will include the agenda, sign in and minutes from the PLC meetings.

### Plan to Monitor Fidelity of Implementation of G2.B2.S1  6

Monitoring will occur when follow up minutes are sent to principal for review. Also, the agenda and follow up activities will be reviewed.

#### Person Responsible

Kay Sawchuk

#### Schedule

Monthly, from 10/14/2015 to 5/31/2016

#### *Evidence of Completion*

All sign in sheets, agendas and minutes for the year will be collected and kept by the principal.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** `7`

Monitoring for effectiveness will be done by the ELA and Math/STEM SIP committees

### Person Responsible

Melinda Stubbs

### Schedule

Quarterly, from 11/4/2015 to 5/31/2016

### *Evidence of Completion*

Data review will be conducted on progress monitoring though the SIP committees. Data review will include trends from Istation, Iready and Write Score. Next steps will be determined to ensure the continuation of growth toward the goal.

**G2.B3** Students do not feel safe at school due to other students bullying them `2`

`B186219`

**G2.B3.S1** Implement strategies from Eric Jensen's "Engaging students with poverty in Mind." `4`

`S197610`

### Strategy Rationale

Eustis Elementary has a free/reduced lunch rate of 72%. This rate has increased from 52% in 2011-2012.

**Action Step 1** `5`

In our grade level PLC's we will include a book study on Eric Jensen's "Engaging students with poverty in Mind."

### Person Responsible

Kay Sawchuk

### Schedule

Monthly, from 9/9/2015 to 5/31/2016

### *Evidence of Completion*

Sign in sheets and agenda for each PLC meeting will be used as evidence of completion of this book study.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** `6`

Monitoring for fidelity will be done by checking sign in sheets, agenda and follow up activities from PLC's.

### Person Responsible

Kay Sawchuk

### Schedule

Quarterly, from 10/23/2015 to 5/31/2016

### *Evidence of Completion*

Evidence will be found in sign in sheets, agendas from meetings, and follow up activities completed by PLC.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** `7`

Effectiveness of implementation will be monitored through ELA and Math/STEM SIP committees.

### Person Responsible

Terry Pfister

### Schedule

Quarterly, from 11/4/2015 to 6/1/2016

### *Evidence of Completion*

The evidence that will be collected will be agenda from SIP committee meetings and minutes that indicate what trends were found in the data as well as next steps to be taken.

**G2.B3.S2** Use the curriculum "Bully Proof your School" to teach students how to handle situations where they are bullied or observe others being bullied. 4

S197611

### Strategy Rationale

In the surveys done by students last year there was some evidence that student perceive that they are being bullied.

**Action Step 1** 5

PE coach will teach students components of the curriculum "Bully Proof your School."

### Person Responsible

Tammie Henry

### Schedule

Monthly, from 9/8/2015 to 5/31/2016

### *Evidence of Completion*

Evidence will be found in lesson plans written by PE teacher.

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

fidelity will be monitored by checking lesson plans to ensure that students are being exposed to the information.

### Person Responsible

Tammie Henry

### Schedule

Quarterly, from 10/21/2015 to 5/31/2016

### *Evidence of Completion*

The evidence that will be collected will be lesson plans.

## Plan to Monitor Effectiveness of Implementation of G2.B3.S2  `7`

Effectiveness of the implementation will be monitored by examining data collected through discipline referrals as well as the end of the year survey taken by students.

### Person Responsible

Tammie Henry

### Schedule

On 5/31/2016

### *Evidence of Completion*

The evidence that will be collected will include lesson plans, student response to yearly survey and incidences reported, via referral, where there was evidence that substantiated bullying.

## Appendix 1: Implementation Timeline

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

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G1.B1.S1.A1 | Grade level PLC's have been developed that will include lesson study as well as Eric Jensen's "Engaging students with Poverty in mind." | Sawchuk, Kay | 9/9/2015 | Documentation will be found in the registration information in TNL, sign in sheets and agendas from each PLC meeting. | 5/31/2016 monthly |
| G1.B2.S1.A1 | In order to help students become more proficient readers Title 1 teachers and teacher assistants will help struggling students work on skills in which they are deficient. | Pfister, Terry | 8/31/2015 | | 6/3/2016 daily |
| G1.B3.S1.A1 | Eustis Elementary will develop a list of academic vocabulary similar to the 12 words that trip up students when taking a test. This list will become part of a school wide campaign for all students to learn to recognize the words and be able to use them to complete classwork. | Henry, Tammie | 12/1/2015 | The evidence that will be collected will be weekly announcements, pictures of displays created for the words. | 4/29/2016 weekly |
| G2.B1.S1.A1 | Data collection will be done on student attendance to determine who is at risk for failure and who has missed more than 5 days in a 9 weeks. The purpose of the data collection will be to plan and conduct an attendance meeting. | Miller, Cindy | 10/26/2015 | There is a form used when conducting these meetings. This form will be completed and housed in the guidance office. | 5/31/2016 quarterly |
| G2.B2.S1.A1 | Grade level PLC's have been formed for the purpose of lesson study and a book study on Eric Jensen's "Engaging Students with Poverty in Mind." | Stubbs, Melinda | 10/14/2015 | The evidence will include the agenda, sign in and minutes from the PLC meetings. | 5/31/2016 quarterly |
| G2.B3.S1.A1 | In our grade level PLC's we will include a book study on Eric Jensen's "Engaging students with poverty in Mind." | Sawchuk, Kay | 9/9/2015 | Sign in sheets and agenda for each PLC meeting will be used as evidence of completion of this book study. | 5/31/2016 monthly |
| G2.B3.S2.A1 | PE coach will teach students components of the curriculum "Bully Proof your School." | Henry, Tammie | 9/8/2015 | Evidence will be found in lesson plans written by PE teacher. | 5/31/2016 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G1.MA1 | Progress monitoring for this goal will be done through Istation, Iready and Write Score. | Pfister, Terry | 11/2/2015 | The evidence used will be reports pulled from Istation, Iready and Write Score. Students should show progress each time progress monitoring is done. Students who do not show progress will be discussed at MTSS. | 5/31/2016 quarterly |
| G1.B1.S1.MA1 | Effectiveness will be monitored by classroom walkthroughs, informal and formal TEAM assessments. | Henry, Tammie | 9/28/2015 | Feedback from classroom walkthroughs, formal and informal TEAM observations. | 5/31/2016 monthly |
| G1.B1.S1.MA1 | Monitoring for fidelity will be done by collecting sign in sheets and feedback form from each PLC meeting. | Sawchuk, Kay | 10/28/2015 | The evidence that will be collected will be sign in sheets and feedback form filled out at the end of each PLC meeting. | 5/31/2016 monthly |
| G1.B2.S1.MA1 | Effectiveness will be monitored through Istation, STAR and student's classroom grades. | Sawchuk, Kay | 10/26/2015 | The evidence will include data from Istation, STAR and student grades. | 6/3/2016 quarterly |
| G1.B2.S1.MA1 | The fidelity of the implementation will be monitor by Karen Conrad through her technical assistance visits. | Pfister, Terry | 8/31/2015 | Every month Karen Conrad visits and she leaves us with a document that we will use for evidence. | 6/3/2016 monthly |
| G1.B3.S1.MA1 | Monitoring for fidelity will be done by the SIP committees. | Sawchuk, Kay | 12/1/2015 | | 4/29/2016 monthly |
| G2.MA1 | Attendance data from each 9 weeks will be used to determine progress. | Henry, Tammie | 5/31/2016 | Attendance data will be reviewed quarterly to determine whether attendance has improved for students who have been identified. | 6/6/2016 quarterly |
| G2.MA2 | Academic data from the progress monitoring instruments; Istation, Iready; Write Score | Pfister, Terry | 10/1/2015 | Minutes from the ELA and Math/Stem SIP committees will include data that was reviewed, trends noticed and next steps that will be taken to move us toward the goal. | 5/31/2016 quarterly |
| G2.B1.S1.MA1 | Monitoring for effectiveness will be done through the Early Warning Systems SIP Committee. | Henry, Tammie | 10/26/2015 | Attendance data is reviewed quarterly in this committee. | 5/31/2016 quarterly |
| G2.B1.S1.MA1 | To support the fidelity of this implementation copies of the meeting notes will be kept in the guidance office. | Miller, Cindy | 10/26/2015 | Evidence will be the data collected on attendance as well as the meeting notes from attendance meetings. | 5/31/2016 quarterly |
| G2.B2.S1.MA1 | Monitoring for effectiveness will be done by the ELA and Math/STEM SIP committees | Stubbs, Melinda | 11/4/2015 | Data review will be conducted on progress monitoring though the SIP committees. Data review will include trends from Istation, Iready and Write Score. Next steps will be determined to ensure the continuation of growth toward the goal. | 5/31/2016 quarterly |
| G2.B2.S1.MA1 | Monitoring will occur when follow up minutes are sent to principal for review. Also, the agenda and follow up activities will be reviewed. | Sawchuk, Kay | 10/14/2015 | All sign in sheets, agendas and minutes for the year will be collected and kept by the principal. | 5/31/2016 monthly |
| G2.B3.S1.MA1 | Effectiveness of implementation will be monitored through ELA and Math/STEM SIP committees. | Pfister, Terry | 11/4/2015 | The evidence that will be collected will be agenda from SIP committee meetings and minutes that indicate what trends were found in the data as well as next steps to be taken. | 6/1/2016 quarterly |
| G2.B3.S1.MA1 | Monitoring for fidelity will be done by checking sign in sheets, agenda and follow up activities from PLC's. | Sawchuk, Kay | 10/23/2015 | Evidence will be found in sign in sheets, agendas from meetings, and follow up activities completed by PLC. | 5/31/2016 quarterly |
| G2.B3.S2.MA1 | Effectiveness of the implementation will be monitored by examining data collected through discipline referrals as well as the end of the year survey taken by students. | Henry, Tammie | 9/1/2015 | The evidence that will be collected will include lesson plans, student response to yearly survey and incidences reported, via referral, where there was evidence that substantiated bullying. | 5/31/2016 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G2.B3.S2.MA1 | fidelity will be monitored by checking lesson plans to ensure that students are being exposed to the information. | Henry, Tammie | 10/21/2015 | The evidence that will be collected will be lesson plans. | 5/31/2016 quarterly |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

# Professional Development Opportunities

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

**G1.** Eustis Elementary will increase student achievement by ensuring that rigorous, standards based instruction is occurring daily in ELA, Math and Science. Instructional technology will be integrated within this instruction as much as possible.

**G1.B1** Teachers are unsure of what defines "rigorous, standards based instruction"

**G1.B1.S1** Teachers will work in grade level PLCs using the lesson study model to determine whether they are using rigorous standards based instruction and designing tasks that will measure appropriately mastery of standards.

### PD Opportunity 1

Grade level PLC's have been developed that will include lesson study as well as Eric Jensen's "Engaging students with Poverty in mind."

**Facilitator**

Melinda Stubbs

**Participants**

All instructional staff

**Schedule**

Monthly, from 9/9/2015 to 5/31/2016

**G2.** Eustis Elementary will create a positive learning environment where ALL students can find success.

**G2.B2** Outside influences effect student's motivation

**G2.B2.S1** Teachers will engage in a book study using Eric Jensen's "Engaging Students with Poverty in Mind" with the goal of implementing suggested strategies to improve engagement.

### PD Opportunity 1

Grade level PLC's have been formed for the purpose of lesson study and a book study on Eric Jensen's "Engaging Students with Poverty in Mind."

#### Facilitator

Melinda Stubbs

#### Participants

Instructional staff including enrichment teachers

#### Schedule

Quarterly, from 10/14/2015 to 5/31/2016

**G2.B3** Students do not feel safe at school due to other students bullying them

**G2.B3.S1** Implement strategies from Eric Jensen's "Engaging students with poverty in Mind."

### PD Opportunity 1

In our grade level PLC's we will include a book study on Eric Jensen's "Engaging students with poverty in Mind."

#### Facilitator

Melinda Stubbs

#### Participants

Instructional staff including enrichment and ESE teachers.

#### Schedule

Monthly, from 9/9/2015 to 5/31/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

| | | | |
|---|---|---|---|
| 1 | G1.B1.S1.A1 | Grade level PLC's have been developed that will include lesson study as well as Eric Jensen's "Engaging students with Poverty in mind." | $0.00 |
| 2 | G1.B2.S1.A1 | In order to help students become more proficient readers Title 1 teachers and teacher assistants will help struggling students work on skills in which they are deficient. | $0.00 |
| 3 | G1.B3.S1.A1 | Eustis Elementary will develop a list of academic vocabulary similar to the 12 words that trip up students when taking a test. This list will become part of a school wide campaign for all students to learn to recognize the words and be able to use them to complete classwork. | $0.00 |
| 4 | G2.B1.S1.A1 | Data collection will be done on student attendance to determine who is at risk for failure and who has missed more than 5 days in a 9 weeks. The purpose of the data collection will be to plan and conduct an attendance meeting. | $0.00 |
| 5 | G2.B2.S1.A1 | Grade level PLC's have been formed for the purpose of lesson study and a book study on Eric Jensen's "Engaging Students with Poverty in Mind." | $0.00 |
| 6 | G2.B3.S1.A1 | In our grade level PLC's we will include a book study on Eric Jensen's "Engaging students with poverty in Mind." | $0.00 |
| 7 | G2.B3.S2.A1 | PE coach will teach students components of the curriculum "Bully Proof your School." | $0.00 |
| | | Total: | $0.00 |