Eustis Heights Elementary School

2015-16 School Improvement Plan

Eustis Heights Elementary School

310 W TAYLOR AVE, Eustis, FL 32726

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	89%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	68%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	F	D	C

*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
Priority	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

At it's best, EHES will provide a successful learning community where all students meet their present and future potential guided by staff and supported by the Eustis community.

Provide the school's vision statement

The vision of Eustis Heights Elementary is to become and maintain an A+ School according to the Florida School grading system.?We want to help students embody success at the heart and be the Pride of Eustis.

School Environment

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

As a school community, we encourage our teachers to build meaningful relationship with all students. With 87% of the student population receiving free/reduced lunch, it is a priority to provide opportunities for teachers and students to learn about diverse cultures. EHES hosts monthly family academic nights throughout the school year. To help teachers understand the needs of our diverse population, EHES will continue to hold diversity training as well as conduct a book study of Eric Jensen's - Engaging Students with Poverty in Mind. Additionally, we hold a variety of community building events throughout the year so that students have an opportunity to experience their teachers outside of the instructional environment of the classroom.

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

EHES is a Positive Behavior Support (PBS) school. EHES creates an environment where students feel safe and respected before, during, and after school by promoting positive teacher student relationships. This is done by creating a nurturing atmosphere with clear and consistent expectations for behavior and set routines and rituals. In addition, faculty/staff provide are proactive in rewarding positive behaviors and teaching students appropriate emotional responses. To support of our PBS system, we are implementing the behavioral curriculum - Steps to Respects and Second Steps- by the National Coalition for Children. We have also implemented school uniforms to reduce the amount of distractions caused with attire. With respect to health and nutrition, we are continuing to provide our students with a hot breakfast served in the cafeteria.

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

EHES has a school wide behavioral system (PBS) in place that uses a color system from purple to red to give a clear visual to students of what the consequences will be for disciplinary incidents. Teachers are required to follow the established protocols when dealing with disciplinary incidents. If a student is making poor choices and not following the established rules their color is changed from blue, where all students begin the day, down to a different color resulting in behavioral interventions being carried out by the teacher. If a student doesn't respond positively to the intervention the color

may be changed yet again indicating a potential second or third behavioral intervention before a referral is written and administration is engaged in the problem solving model to determine appropriate interventions and possible consequences for the student's behavior. Every student has an opportunity to improve each day when they have made poor behavioral choices. All school personnel are trained on this process at the beginning of each year and one-on-one assistance with the program is provided by administration. We also have two guidance counselors and a potential specialist that pull students for behavioral intervention groups.

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

EHES ensures that the social-emotional needs of all students are being met through counseling services provided by our on-site guidance department. To build relationships, we have a diverse group of mentors on campus daily to support our lowest quartile by providing academic and social skills support. EHES also hosts monthly family dinners focused on providing parents with literacy strategies to work with their children at home. With the support of local business partners, EHES has a weekend backpack program where students are provided meals to sustain them throughout the weekend. Of equal importance, EHES has put incentives in place for students reaching behavioral and academic goals. These incentives include Random Acts of Kindness award, Terrific Kids, and a Principal's Breakfast.

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

?Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension:
Students who have attendance below 90 percent are placed on an attendance contract and monitored by the potential specialist for compliance. If the student continues to have excessive absences after the attendance contract is established administration and the school social worker get involved pursing truancy.
?One or more suspensions, whether in school or out of school:
Students with more than one suspension are placed on behavior contracts set by administration and monitoring occurs through the RTI/MTSS process and appropriate interventions are put in place to help the student become successful.
?Course failure in English Language Arts or mathematics:
Students are entered into the RTI/MTSS process and appropriate interventions are put in place to help the student become successful.
? Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics:
Students are placed in tutoring and the RTI/MTSS process and appropriate interventions are put in place to help the student become successful.

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
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	15	35	30	24	28	15	147
One or more suspensions	2	14	8	7	16	11	58
Course failure in ELA or Math	5	1	3	1	1	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Students who are identified by the early warning system are place on behavioral contracts, attendance contracts, and also placed in the RTI/MTSS process to provide the student with appropriate interventions to help them become successful in the classroom. If the students continue to be unsuccessful with appropriate interventions then the students is evaluated for more restrictive services to help them become successful. Students identified through the early warning system are given the opportunity to attend tutoring, and summer school. Substitutes are provided for each grade level to analyze data and drive instruction.

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 available at the school site.

Description

Eustis Heights Elementary School believes in involving parents in all aspects of its Title I and various programs.
Our targets are to: provide necessary literacy training for parents, arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school, and to develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities

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

**Parent and community involvement is vital to Eustis Heights Elementary School. We believe that parents and

community members comprise two groups of our most important stakeholders.
We involve our stakeholders in the following ways:
*Parent shadowing where parents sit with their children in the classroom to understand the rigor of the curriculum *Monthly dinners provided by faith based organizations in conjunction with curriculum events *STEM Night
*Parent conferences twice a year
*Home visits with teacher and school personnel;
*Monthly Literacy/Parenting Nights encouraging parents to use the School Resource Room
*Weekly parent class for Kindergarten parents taught by our FSL including lunch
*Parent input with Title I and Parent Involvement Plan
*Honor Roll Assembly three times a year with business partner incentives
*Use of Community Mentors for identified students
*Volunteers in the classroom-local business and industry experts
*Family Reading Days- Lunch with Dad; Lunch with Mom; Grandparent's Day
*Potential specialist recruits mentors and volunteers

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
Hunt, Rhonda	Principal
Frazier, Chad	Assistant Principal
Boyd, Adrian	Other
Emrick, Susan	Instructional Coach
Horton, Cleta	Other
Sedely, Rose	Instructional Coach
Wiseman, Michelle	Instructional Coach
Gardner, Maggie	Assistant Principal
Chen, Sheri	Guidance Counselor

Duties

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

The school-based Leadership team consists of the Principal, two Assistant Principals, two Guidance Counselors, two Literacy Coaches, ESE Specialist, Acceleration Resource Teacher, Curriculum Resource Teacher, Potential Specialist, and Media Specialist. The function and responsibility of each school leadership team member is to create a system of supports for both the classroom teacher and individual students according to the intervention design outlined in the MTSS process. More specifically, the role of administration is to:
1. Oversee, evaluate, and provide assistance as instructional leaders for all instructional and non-instructional staff.
2. Oversee the MTSS process, implementation, and procedures.
3. Provide strategies, interventions, resources for teachers to implement for students, and to monitor

the progress for each student.

4. Secure necessary resources to ensure all teachers are successful, which in turn will lead to student success.

The leadership team meets weekly to discuss/report the following:

1. Core Instruction alignment among grade levels (instructional planning and delivery is standards-based,

data-driven, and differentiated by student)

**Person(s) Responsible: Literacy Coaches/CRT/ART; Administration

2. Student center time and alignment to whole group lesson (that the tasks are rigorous and match required DOK)

**Person(s) Responsible: Literacy Coaches/CRT/ART; Administration

3. School-wide data (SIPPS, STAR, iStation, iReady, Eduphoria mini assessments, student grades)

**Person(s) Responsible: Literacy Coaches/CRT/ART; Administration; Guidance Counselors

4. Early warning systems (attendance, discipline, PBS)

**Person(s) Responsible: Potential Specialist; Guidance; Administration

5. Bottom quartile status, including retention students

**Person(s) Responsible: ESE Specialist; ART/CRT; Administration

6. MTSS status

**Person(s) Responsible: Guidance Counselors; Literacy Coaches/CRT; Administration

7. ESE/ELL status

**Person(s) Responsible: CRT; Administration

8. Professional development needs

**Person(s) Responsible: Literacy Coaches/ART/CRT; Administration

9. Support/celebrations

** All members

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

The school has a MTSS team in place to address the academic and behavioral needs of students. The procedures include teachers discussing concerns with the team in an effort to implement strategies for students to improve in the areas of concern if the student is showing deficiencies with the core instruction. Once strategies / interventions are put into place, ongoing data analysis occurs with the team to make data-driven decisions in the best interest of the student. Support and resources are provided for students to be successful.

All funding for school-based programs is utilized for the enhancement of student learning opportunities and for student growth. Various funding sources provide resources for this school. Title I funding is used to provide additional support for students and to provide additional academic resources for students.

Supplemental Academic Instruction (SAI) funding is used to provide supplemental resources and collaborative planning time.

Also integrated into the school is funding from various grants. These grants are provided by local stakeholders and are applied for by both school and district personnel. Funding from grants is typically earmarked for specific expenditures but like all other school funding, it is used for students and teachers to enhance the teacher / learning process.

Other funding that supports the school is generated by FTE allocated dollars. These funds are used for the daily operations and functions of the school. Internal school budgets, PTO budgets, and SAC budgets also provide additional resources for the school as funding is available through these sources.

Regardless of the funding source, all decisions regarding the coordination and integration of

programs and support services are based on having a positive impact on effective instruction and student learning.

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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Rhonda Hunt	Principal
Mary Simmons	Education Support Employee
Axneiz Vega	Parent
Adrian Boyd	Teacher
Sara Oliver	Teacher
Octavia Scott	Parent
Patricia Smith	Parent
Marta Berrios	Parent
Melissa Meli	Parent
Chad Frazier	Education Support Employee
Maggie Gardner	Education Support Employee

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

EHES SAC played an integral role in the evaluation and development of the 14-15 SIP and budget. SAC members were provided
monthly updates regarding fidelity to the plan and supporting evidence: school-wide systems and events; EWS data; and grade level data (STAR, SIPPS, iReady, iStation, district baseline

assessments). SAC
members comments, questions, and concerns were addressed and noted in the minutes.

Development of this school improvement plan

The SIP will be reviewed by the SAC in a September meeting. The SAC will have opportunity to give input for the creation of the plan as applicable to their roles. School information and data will be shared with SAC throughout the school year as it relates to the SIP.

Preparation of the school's annual budget and plan

The SAC assists in preparing the school's annual budget and plan. As a Title I school, our School Improvement Plan is closely tied to both our annual Title I Plan and Parent Involvement Plan. All plans and budgets will be aligned to maximize materials, technology and human resources to support/meet SIP goals. Budget lines and cost strips have been appropriated.

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

$0

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
Hunt, Rhonda	Principal
Emrick, Susan	Instructional Coach
Wiseman, Michelle	Instructional Coach
Frazier, Chad	Assistant Principal
Horton, Cleta	Other
Sedely, Rose	Instructional Coach
Gardner, Maggie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team's major initiative for this year is to increase proficiency rates on the Florida Standards Reading and Writing Assessments as well as increase performance in rigorous coursework (complex text, close reading strategies, writing across the curriculum, writing in response to reading). To achieve this initiative, emphasis will be placed on greater exposure to complex text and authentic student writing. Initiatives/resources include:
• DIAL (Differentiated Instruction for All Learners) time: 60 minutes every day in grades K-5
• SIPPS (Systematic Instruction in Phonemic Awareness, Phonic and Sight Words) for all students below grade level in reading. This is done during the DIAL time.
• Data Tracking of STAR reading (9 weeks) and AR progress (weekly)

- AR Goals and Incentives (9 weeks and End of Year)
- iStation
- Celebrate Literacy Week
- Read Across America Day
- Summer Reading
* Superintendents Reading Challenge
*Daily five, Junior Great Books, Response to Literature, & Thinking Maps

Public and Collaborative Teaching

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

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

To encourage positive working relationships between teachers, including collaborative planning and instruction, EHES is employing the following strategies:
1. Teacher training using the updated LCS Blueprints/Scope and Sequence which are aligned with Florida Standards.
2. Grade level teams planning three days weekly-Tuesday, Wednesday, Thursday-with the Literacy Coaches, Accelerated Resource Teacher, Curriculum Resource Teacher and Administration. In addition, the grade level teams will be provided one additional full day for collaborative planning per nine weeks.
3. Administration to review lesson plans to assure fidelity and rigor.
4. Coaches continue to work with teachers by modeling lessons using high-yield instructional strategies and school-wide systems (Gradual Release Model, Think-Alouds, Complex Text, interactive notebooks). The purpose of common planning at EHES is to address 3 areas: (1) standards-based instructional planning and delivery, (2) using data to differentiate instruction, and (3) writing across the curriculum. Substitutes are provided quarterly for all grade levels to allow for a full day of collaborative planning.

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

All instructional and non-instructional staff are highly qualified as per state requirements. All teachers are certified in the field they teach. In order to retain highly qualified and effective teachers, district personnel work collaboratively with the school and new teachers through coaching and mentoring. The belief is that by growing teachers to be effective and by teaching high effect strategies that promote best practices of instruction, we can retain teachers.
1. New teachers meet with principal and assistant principal to discuss needs and performance expectations.
2. Providing new teachers with mentors
3. District provided "TOPS" training
4. Weekly Grade Level Meetings
5. School based mentors
In order to retain effective teachers:
1. Effective teachers will be offered the opportunity to enhance their leadership skills by becoming team leaders, teacher leaders, trainers, and mentors.
2. Effective teachers will become model classrooms and have the opportunity to present at faculty meetings on best practices in their classroom.
3. Effective teachers will collaborate with administration on new ideas to assist and support all teachers in the classrooms.

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

District personnel work collaboratively with the school and new teachers through coaching and mentoring. The belief is that by growing teachers to be effective and by teaching high effect strategies that promote best practices of instruction, we can retain teachers. At the school level, veteran teachers are placed in the position of being grade level chairpersons. In this role, they have opportunity to mentor other teachers on their teams. Also, our on-campus instructional coaches work with all teachers in a collaborative manner in an effort to assist with various classroom and curriculum needs. District personnel also work as teacher mentors through the curriculum department and through professional development.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

To ensure that EHES core instructional programs and materials are aligned to Florida Standards, the follow non-negotiables have been created:
Classroom Instruction:
1. Use Cognitive complexity and Webb's Depth of Knowledge for the development of rigorous tasks and assessments KG-5th grade.
2. Fidelity to LCS Curriculum blueprints in all content areas K-5.
3. Lesson planning and delivery to the full intent of the Florida Standards.
4. Use Webb's Depth of Knowlege for higher order questioning and discourse.
5. Use standards-based centers with fidelity
School-Wide Systems:
1. Use of school-based initatives (Gradual Release Model, Thinking Maps, Math Fact Fluency, Complex Text/Close Reading, Interactive Notebooks, Student Data Notebooks)
2. Common planning in all grade levels to include curriculum planning, high-yield instructional strategies, and evaluation of authentic student work/writing.
3. Use of CBC with Learning goal, daily objective, student product, and learning scale school wide KG-5th.
4. Quarterly Teacher talks (Student data analysis)
5. Monthly grade level data chats during common planning
6. Use of centers with fidelity
7. Progress monitoring through continuous improvement model
8. Lesson planning and delivery to the full intent of the Florida Standards.
9. iReady data
10. iStation data
11. Science Boot Camp assessments
12. District BOY & Mid-Year assessments

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

EHES's instructional focus for the year is standards-based, data-driven instructional planning and delivery. Planning and delivery is differentiated based upon the needs of the students.
Teachers assess the ability levels on each student on a weekly basis and use the information to create differentiate small group instruction for remediation and acceleration.
Teachers also utilize Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words

(SIPPS)curriculum to remediate students in all areas of reading. Instruction is modified based upon skill deficiencies.

Teachers use vertical planning to address gaps and accelerate students who are already proficient.

A triangulation of data/resources are used:

Grade K-Florida Readiness Screener (FLKRS), and teacher observation of skills.

Grades 1-5: iStation; iReady; STAR; SIPPS; Eduphoria mini-asessments; ELA/Math grades (previous year)

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 identified students and parents on an as-needed basis. 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 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.

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: 2,880

After-school opportunities to provide additional support with core academic subjects. Teachers will work with small groups of students to assist them with gaining a better understanding of the concepts taught in the classroom.

Strategy Rationale

Students attending after-school opportunties will be our lowest quartile students based up FSA results, iStation data, & classroom grades in Reading who are not at the proficient level and need additional support/practice.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Sedely, Rose, sedelyr@lake.k12.fl.us

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

Data will be collected through collaboration between classroom teacher and tutor. Grades will be monitored. Assessments from the curriculum will be used to determine level of understanding of material. iReady data, iStation data, and district baseline/mid-year assessments will be analyzed.

Strategy: Extended School Day
Minutes added to school year: 1,500

Students will participate in STEM Club after school to focus on higher level thinking and problem solving in the areas of Science, Technology, Engineering and Math.

Strategy Rationale

STEM Club will be used as an acceleration program for students who are demostrating mastery level in Math and Science.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sedely, Rose, sedelyr@lake.k12.fl.us

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

Data will be collected through observation by teacher / coach to guage student understanding of material and concepts. Students will participate in a district competition, STEM Bowl, to showcase acquired skills. iReady data, iStation data, Science Boot Camp baseline/mid-year assessments as well as district baseline/mid-year assessments will be analyzed.

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

EHES works in conjunction with our local daycare and head start programs to arrange a day for visitations. Students are escorted around the school to become familiar with the enrichment programs provided, visit Kindergarten classrooms to get a look at their future teachers in action, and finally a visit to the cafeteria for a snack. This seems to reduce anxiety and increase excitement to promote a smoother transition. Eustis Heights also has a Title I Pre-K/VPK unit on site with a highly qualified teacher in addition to a paraprofessional that services student for a full day program. EHES works with our feeder pattern middle school to arrange for visitations/orientation days for our outgoing 5th grade students.

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. EHES will deliver instruction with best practices at the highest level of rigor to meet the full-intent of the standards considering the needs of all students.

G2. The Faculty and Staff at EHES will increase the integration of standards-based writing across all content areas.

G3. EHES will ensure an environment of high expectations for all students.

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. EHES will deliver instruction with best practices at the highest level of rigor to meet the full-intent of the standards considering the needs of all students. 1a

Targets Supported 1b

G071594

Indicator	Annual Target
FSA Mathematics - Achievement	70.0
FSA English Language Arts - Achievement	70.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- LCS Blueprints (K-5)
- UCF iStation
- SIPPS
- Rosetta Stone
- Cold Reads
- Accelerated Reader
- Penda Learning
- Accelerated Math
- Junior Great Books
- Options
- LCS writing plan
- Cooperative structures & strategies
- Thinking Maps
- Administrators-Rhonda Hunt, Chad Frazier, Margaret Gardner
- Academic Coaches-Susan Emrick, Michelle Wiseman
- CRT-Cleta Stutzman-Horton
- Test Item specifications
- Collaborative planning structures
- NGSSS Task Cards
- ART-Rose Sedely

Targeted Barriers to Achieving the Goal 3

- Inconsistent delivery of instruction, after common planning has occurred.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Rhonda Hunt

Schedule
Weekly, from 8/25/2015 to 6/6/2016

Evidence of Completion
Team meeting minutes; evidence in lesson plans; Classroom walkthrough data

Lake - 0071 - Eustis Heights Elem. School - 2015-16 SIP

Eustis Heights Elementary School

G2. The Faculty and Staff at EHES will increase the integration of standards-based writing across all content areas. 1a

🔍 G071595

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0
AMO Math - All Students	
AMO Reading - All Students	
Math Gains	70.0
Math Lowest 25% Gains	70.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Being a Writer
- LCS Blueprints
- iStation
- SIPPS
- Rosetta Stone
- Cold Reads
- Accelerated Reader
- Title I iPads/Apps
- Penda Learning
- Science Bootcamp
- LCS/EHES writing plan
- Cooperative Structures & Strategies
- Thinking Maps
- Response to Literature
- Junior Great Books
- Science Bootcamp
- Options
- Academic coaches-Susan Emrick, Michelle Wiseman
- CRT-Cleta Stutzman-Horton
- Administrators-Rhonda Hunt, Chad Frazier, Margaret Gardner
- ART-Rose Sedely

Targeted Barriers to Achieving the Goal 3

- Inconsistent use and lack of knowledge in best practices for standards based writing instruction across content areas.

Plan to Monitor Progress Toward G2. `8`

Close Reading strategies being used; Higher order questioning strategies; Differentiated small group instruction

> **Person Responsible**
> Susan Emrick
>
> **Schedule**
> Daily, from 8/25/2015 to 6/6/2016
>
> ***Evidence of Completion***
> Lesson Plans & Classroom Walk-through data from leadership team as well as state/DA Team.

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G3. EHES will ensure an environment of high expectations for all students. `1a`

🔍 G071596

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	98.0
Highly Qualified Teachers	100.0
Discipline incidents	500.0

Resources Available to Support the Goal `2`

- Florida Standards

- School-based PBS program

- LCS DecisionEd Early Warning Systems Reports

- MTSS

- Second Steps

- Steps to Respect

- "Engaging Students with Poverty in Mind." Eric Jensen

- "Capturing Kids' Hearts"

- Administrators-Rhonda Hunt, Chad Frazier, Margaret Gardner

- Academic Coaches-Susan Emrick, Michelle Wiseman

- CRT-Cleta Stutzman-Horton

- ART-Rose Sedely

Targeted Barriers to Achieving the Goal `3`

- Low expectations for students

Plan to Monitor Progress Toward G3. `8`

Higher level of expectations implemented through teaching & learning, PBS, Capturing Kids' Hearts program, & "Engaging Student's with Poverty in Mind"

Person Responsible
Chad Frazier

Schedule
Monthly, from 8/25/2015 to 6/6/2016

Evidence of Completion
PBS, Deliberate Practice, and EWS

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. EHES will deliver instruction with best practices at the highest level of rigor to meet the full-intent of the standards considering the needs of all students. `1`

🔍 G071594

G1.B1 Inconsistent delivery of instruction, after common planning has occurred. `2`

🔍 B186618

G1.B1.S1 To address these inconsistencies, the following three actions will occur: 1. Grade level common planning time supported by leadership team three days a week. 2. PLCs. 3. School-wide non-negotiables for instructional planning and delivery. `4`

🔍 S198022

Strategy Rationale

Having designated structured time for deconstructing standards, ensuring standards based instruction delivered in the classroom

Action Step 1 `5`

An established common planning/PLC schedule with clearly defined protocols, district scope/sequence, expected products, and flow map for planning time spent three days a week using the gradual release model process. Use of data and student artifacts to drive & revise instruction.

Person Responsible

Rhonda Hunt

Schedule

Weekly, from 8/25/2015 to 6/2/2016

Evidence of Completion

Agendas, minutes, lesson plans , walkthrough data

Action Step 2 5

Coaching cycle of ELA and Math Standards

Person Responsible

Rhonda Hunt

Schedule

Weekly, from 8/25/2015 to 6/6/2016

Evidence of Completion

Calendar, logs, pre-post conferences , Classroom Walkthrough Data

Action Step 3 5

Collaborative planning days for each grade level every nine weeks. Use of data and student artifacts to drive & revise instruction.

Person Responsible

Chad Frazier

Schedule

Quarterly, from 8/25/2015 to 6/6/2016

Evidence of Completion

Agendas, lesson plan, coaches log, minutes

Action Step 4 5

Classroom Walkthrough (CWT) grade level specific schedule for monitoring collaboration, standards based instruction and providing immediate feedback.

Person Responsible

Chad Frazier

Schedule

Weekly, from 8/31/2015 to 6/6/2016

Evidence of Completion

CWT data.

Action Step 5 5

Provide PD to increase teachers knowledge of standards' based instruction

Person Responsible

Rhonda Hunt

Schedule

Monthly, from 8/25/2015 to 6/6/2016

Evidence of Completion

Agendas, scales and rubrics. sign-in sheets, teacher participation, ticket-out

Action Step 6 5

Practice delivery of lessons during all-day common planning day.

Person Responsible

Susan Emrick

Schedule

Quarterly, from 8/25/2015 to 6/6/2016

Evidence of Completion

Reflection sheets will be collected from teachers and teachers will practice delivery of each part of the lesson during the planning day.

Action Step 7 5

Purposeful cooperative structures to have students work in pairs

Person Responsible

Maggie Gardner

Schedule

Monthly, from 8/25/2015 to 6/6/2016

Evidence of Completion

Improved purposeful cooperative structures to have students work in pairs seen through classroom walk-throughs and evidenced in lesson plans.

Action Step 8 5

Utilization of Know, Understand, & Do planning sheet. Common planning template, student center template, and anchor charts to ensure serving the needs of all students.

Person Responsible

Rhonda Hunt

Schedule

Monthly, from 8/25/2015 to 6/6/2016

Evidence of Completion

Team leaders effectively leading common planning with coaching support

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

Provide the necessary time and resources to create a school environment conducive to common planning and PLC's.

Person Responsible

Rhonda Hunt

Schedule

Weekly, from 8/25/2015 to 6/6/2016

Evidence of Completion

Time, scheduling, and resources allocated to common planning/PLC's; teacher training in expected outcomes by instructional coaches. Attend common planning day and traiings

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

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

Person Responsible

Rhonda Hunt

Schedule

Weekly, from 8/25/2015 to 6/6/2016

Evidence of Completion

Fidelity to common planning schedule and process; teacher lesson plans reflect small groups and centers aligned to the rigor of the standards and are differentiated based on student data and needs. Weekly reports will be given to the prinicpal indicating planning is to the full intent of the standards and uses the PLC planning process flow map.

G1.B1.S2 Teachers will bring one instructional strategy for delivery to contribute to common planning 4

🔑 S198023

Strategy Rationale

If leadership implements a system for addressing identified barriers, then teachers will deliver instruction with best practices at the highest level of rigor to meet the full-intent of the standards considering the needs of all students.

Action Step 1 5

Teachers will bring one instructional strategy for delivery to contribute to common planning

Person Responsible

Susan Emrick

Schedule

Weekly, from 9/23/2015 to 6/6/2016

Evidence of Completion

Lesson Plans; Common Planning Template; CWT Data Trends

Action Step 2 5

Establish schedule for side-by-side coaching and visitation of demonstration classrooms.

Person Responsible

Rhonda Hunt

Schedule

Weekly, from 9/30/2015 to 6/6/2016

Evidence of Completion

Tree Map (side-by-side coaching, visitation support, and demonstration classrooms) Results of CWT Data Trends

Action Step 3 5

Capture video of identified strategies and best practices.

Person Responsible

Cleta Horton

Schedule

Monthly, from 10/15/2015 to 6/6/2016

Evidence of Completion

Videos on share drive aligned to instructional strategy and standard; CWT Data Trends

Action Step 4 5

Professional development on rigorous instructional delivery, full understanding of Webb's DOK levels, and question stems to scaffold instruction.

Person Responsible

Susan Emrick

Schedule

Monthly, from 10/26/2015 to 6/6/2016

Evidence of Completion

Identified Kagan Strategies for classroom use; Sign-in sheets; Presentation PowerPoint; CWT Data Trends

Action Step 5 5

Teacher-facilitated classroom walk-throughs

Person Responsible

Chad Frazier

Schedule

Semiannually, from 11/20/2015 to 4/15/2016

Evidence of Completion

Teacher schedule for walks; Protocol item identification; CWT Data Trends

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

Action steps will be monitored by the evidence produced from the action steps.

Person Responsible

Rhonda Hunt

Schedule

Weekly, from 9/30/2015 to 6/6/2016

Evidence of Completion

Lesson Plans; Common Planning Template; CWT Data Trends; Tree Map (side-by-side coaching, visitation support, and demonstration classrooms) Videos on share drive aligned to instructional strategy and standards.

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

Action steps will be monitored based upon the products produced from the action steps.

Person Responsible

Rhonda Hunt

Schedule

Weekly, from 9/23/2015 to 6/6/2016

Evidence of Completion

Lesson Plans, Common Planning Template; CWT Data Trends; Videos on Share Drive; PowerPoint presentations; Identified Webb's question stems for classroom use; & Sign-in sheets.

G2. The Faculty and Staff at EHES will increase the integration of standards-based writing across all content areas. 1

G071595

G2.B1 Inconsistent use and lack of knowledge in best practices for standards based writing instruction across content areas. 2

B186621

G2.B1.S1 Coaches will model through side-by-side coaching, and training in integrating writing across content. 4

S198025

Strategy Rationale

If leadership implements a system for monitoring authentic student writing product, then faculty and staff will integrate standards-based writing across all content areas.

Action Step 1 5

Model through side-by-side coaching of differentiated writing instruction across content

Person Responsible

Susan Emrick

Schedule

Weekly, from 8/25/2015 to 6/6/2016

Evidence of Completion

coaching logs, calendars, student writing journals

Action Step 2 5

Training on Response to Literature thinking maps program for all new teachers

Person Responsible

Susan Emrick

Schedule

Weekly, from 8/25/2015 to 6/6/2016

Evidence of Completion

Teacher lesson plans, agendas, hand outs, scales and rubrics

Action Step 3 5

Literacy Coaches and school Literacy Committee will develop and implement a school wide writing plan

Person Responsible

Susan Emrick

Schedule

Weekly, from 8/25/2015 to 6/6/2016

Evidence of Completion

Lesson plans, writing plan, student artifacts, finished products

Action Step 4 5

Establish collaborative time to assess student work products and interactive notebooks.

Person Responsible

Maggie Gardner

Schedule

Biweekly, from 10/30/2015 to 6/6/2016

Evidence of Completion

Work product rubric aligned to standards; Feedback form and criteria; Next steps to increase rigor and expectation for student writing; CWT Trend Data.

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

Side by side coaching, PD, Writing Plan, Student Evidence

Person Responsible

Rhonda Hunt

Schedule

Weekly, from 8/25/2015 to 6/6/2016

Evidence of Completion

FSA, CWT Data, Improved quality of writing with an increase in student endurance.

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

Standards based teaching and learning of writing across content

Person Responsible

Rhonda Hunt

Schedule

Weekly, from 8/25/2015 to 6/6/2016

Evidence of Completion

FSA State writing exam, CWT data

G3. EHES will ensure an environment of high expectations for all students. `1`

G071596

G3.B1 Low expectations for students `2`

B186622

G3.B1.S1 Build higher expectations for teachers `4`

S198026

Strategy Rationale

Higher expectations yields higher student achievement

Action Step 1 `5`

Teachers will be trained on how high expectations will develop improved student achievement using PBS model & Capturing Kids' Hearts program.

Person Responsible

Maggie Gardner

Schedule

Monthly, from 8/25/2015 to 6/6/2016

Evidence of Completion

Authentic student work that reflects benchmark expectations

Action Step 2 `5`

Monthly PLC's will revisit the training from the pervious year on "Engaging Student's with Poverty in Mind" by Eric Jensen.

Person Responsible

Maggie Gardner

Schedule

Monthly, from 8/25/2015 to 6/6/2016

Evidence of Completion

Monthly sign-in sheets & CWT data

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Student engagement, improved grades

Person Responsible

Maggie Gardner

Schedule

Weekly, from 8/25/2015 to 6/6/2016

Evidence of Completion

Report cards, Deliberate Practice, teacher planning, CWT data

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

Ensure that PBS/Capturing Kids' Hearts/Engaging Student's with Poverty in Mind is having the desired result on student behavior and school culture leading to high teacher expectations for teaching and learning

Person Responsible

Chad Frazier

Schedule

Weekly, from 8/25/2015 to 6/6/2016

Evidence of Completion

PBS, EWS, Deliberate Practice data, & CWT

G3.B1.S2 Provide Summer tutoring for incoming 3rd graders & incoming 5th graders 4

🔍 S198027

Strategy Rationale

Students in the lowest quartile need intensive instruction during the Summer time to address achievement gaps.

Action Step 1 5

Summer tutoring for incoming 3rd graders & 5th graders in the lowest quartile.

Person Responsible

Rose Sedely

Schedule

On 7/28/2016

Evidence of Completion

iStation data/iReady data

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	An established common planning/PLC schedule with clearly defined protocols, district scope/sequence, expected products, and flow map for planning time spent three days a week using the gradual release model process. Use of data and student artifacts to drive & revise instruction.	Hunt, Rhonda	8/25/2015	Agendas, minutes, lesson plans , walkthrough data	6/2/2016 weekly
G1.B1.S2.A1	Teachers will bring one instructional strategy for delivery to contribute to common planning	Emrick, Susan	9/23/2015	Lesson Plans; Common Planning Template; CWT Data Trends	6/6/2016 weekly
G2.B1.S1.A1	Model through side-by-side coaching of differentiated writing instruction across content	Emrick, Susan	8/25/2015	coaching logs, calendars, student writing journals	6/6/2016 weekly
G3.B1.S1.A1	Teachers will be trained on how high expectations will develop improved student achievement using PBS model & Capturing Kids' Hearts program.	Gardner, Maggie	8/25/2015	Authentic student work that reflects benchmark expectations	6/6/2016 monthly
G3.B1.S2.A1	Summer tutoring for incoming 3rd graders & 5th graders in the lowest quartile.	Sedely, Rose	6/20/2016	iStation data/iReady data	7/28/2016 one-time
G1.B1.S1.A2	Coaching cycle of ELA and Math Standards	Hunt, Rhonda	8/25/2015	Calendar, logs, pre-post conferences , Classroom Walkthrough Data	6/6/2016 weekly
G1.B1.S2.A2	Establish schedule for side-by-side coaching and visitation of demonstration classrooms.	Hunt, Rhonda	9/30/2015	Tree Map (side-by-side coaching, visitation support, and demonstration classrooms) Results of CWT Data Trends	6/6/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	Training on Response to Literature thinking maps program for all new teachers	Emrick, Susan	8/25/2015	Teacher lesson plans, agendas, hand outs, scales and rubrics	6/6/2016 weekly
G3.B1.S1.A2	Monthly PLC's will revisit the training from the pervious year on "Engaging Student's with Poverty in Mind" by Eric Jensen.	Gardner, Maggie	8/25/2015	Monthly sign-in sheets & CWT data	6/6/2016 monthly
G1.B1.S1.A3	Collaborative planning days for each grade level every nine weeks. Use of data and student artifacts to drive & revise instruction.	Frazier, Chad	8/25/2015	Agendas, lesson plan, coaches log, minutes	6/6/2016 quarterly
G1.B1.S2.A3	Capture video of identified strategies and best practices.	Horton, Cleta	10/15/2015	Videos on share drive aligned to instructional strategy and standard; CWT Data Trends	6/6/2016 monthly
G2.B1.S1.A3	Literacy Coaches and school Literacy Committee will develop and implement a school wide writing plan	Emrick, Susan	8/25/2015	Lesson plans, writing plan, student artifacts, finished products	6/6/2016 weekly
G1.B1.S1.A4	Classroom Walkthrough (CWT) grade level specific schedule for monitoring collaboration, standards based instruction and providing immediate feedback.	Frazier, Chad	8/31/2015	CWT data.	6/6/2016 weekly
G1.B1.S2.A4	Professional development on rigorous instructional delivery, full understanding of Webb's DOK levels, and question stems to scaffold instruction.	Emrick, Susan	10/26/2015	Identified Kagan Strategies for classroom use; Sign-in sheets; Presentation PowerPoint; CWT Data Trends	6/6/2016 monthly
G2.B1.S1.A4	Establish collaborative time to assess student work products and interactive notebooks.	Gardner, Maggie	10/30/2015	Work product rubric aligned to standards; Feedback form and criteria; Next steps to increase rigor and expectation for student writing; CWT Trend Data.	6/6/2016 biweekly
G1.B1.S1.A5	Provide PD to increase teachers knowledge of standards' based instruction	Hunt, Rhonda	8/25/2015	Agendas, scales and rubrics. sign-in sheets, teacher participation, ticket-out	6/6/2016 monthly
G1.B1.S2.A5	Teacher-facilitated classroom walk-throughs	Frazier, Chad	11/20/2015	Teacher schedule for walks; Protocol item identification; CWT Data Trends	4/15/2016 semiannually
G1.B1.S1.A6	Practice delivery of lessons during all-day common planning day.	Emrick, Susan	8/25/2015	Reflection sheets will be collected from teachers and teachers will practice delivery of each part of the lesson during the planning day.	6/6/2016 quarterly
G1.B1.S1.A7	Purposeful cooperative structures to have students work in pairs	Gardner, Maggie	8/25/2015	Improved purposeful cooperative structures to have students work in pairs seen through classroom walk-throughs and evidenced in lesson plans.	6/6/2016 monthly
G1.B1.S1.A8	Utilization of Know, Understand, & Do planning sheet. Common planning template, student center template, and anchor charts to ensure serving the needs of all students.	Hunt, Rhonda	8/25/2015	Team leaders effectively leading common planning with coaching support	6/6/2016 monthly
G1.MA1	Common planning is consistent, monitored, and supported school-wide.	Hunt, Rhonda	8/25/2015	Team meeting minutes; evidence in lesson plans; Classroom walkthrough data	6/6/2016 weekly
G1.B1.S1.MA1	Common planning is consistent, monitored, and supported school-wide.	Hunt, Rhonda	8/25/2015	Fidelity to common planning schedule and process; teacher lesson plans reflect small groups and centers aligned to the rigor of the standards and are differentiated based on student data and needs. Weekly reports will be given to the prinicpal indicating planning is to the full intent of the standards and uses the PLC planning process flow map.	6/6/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Provide the necessary time and resources to create a school environment conducive to common planning and PLC's.	Hunt, Rhonda	8/25/2015	Time, scheduling, and resources allocated to common planning/PLC's; teacher training in expected outcomes by instructional coaches. Attend common planning day and traiings	6/6/2016 weekly
G1.B1.S2.MA1	Action steps will be monitored based upon the products produced from the action steps.	Hunt, Rhonda	9/23/2015	Lesson Plans, Common Planning Template; CWT Data Trends; Videos on Share Drive; PowerPoint presentations; Identified Webb's question stems for classroom use; & Sign-in sheets.	6/6/2016 weekly
G1.B1.S2.MA1	Action steps will be monitored by the evidence produced from the action steps.	Hunt, Rhonda	9/30/2015	Lesson Plans; Common Planning Template; CWT Data Trends; Tree Map (side-by-side coaching, visitation support, and demonstration classrooms) Videos on share drive aligned to instructional strategy and standards.	6/6/2016 weekly
G2.MA1	Close Reading strategies being used; Higher order questioning strategies; Differentiated small group instruction	Emrick, Susan	8/25/2015	Lesson Plans & Classroom Walk-through data from leadership team as well as state/DA Team.	6/6/2016 daily
G2.B1.S1.MA1	Standards based teaching and learning of writing across content	Hunt, Rhonda	8/25/2015	FSA State writing exam, CWT data	6/6/2016 weekly
G2.B1.S1.MA1	Side by side coaching, PD, Writing Plan, Student Evidence	Hunt, Rhonda	8/25/2015	FSA, CWT Data, Improved quality of writing with an increase in student endurance.	6/6/2016 weekly
G3.MA1	Higher level of expectations implemented through teaching & learning, PBS, Capturing Kids' Hearts program, & "Engaging Student's with Poverty in Mind"	Frazier, Chad	8/25/2015	PBS, Deliberate Practice, and EWS	6/6/2016 monthly
G3.B1.S1.MA1	Ensure that PBS/Capturing Kids' Hearts/Engaging Student's with Poverty in Mind is having the desired result on student behavior and school culture leading to high teacher expectations for teaching and learning	Frazier, Chad	8/25/2015	PBS, EWS, Deliberate Practice data, & CWT	6/6/2016 weekly
G3.B1.S1.MA1	Student engagement, improved grades	Gardner, Maggie	8/25/2015	Report cards, Deliberate Practice, teacher planning, CWT data	6/6/2016 weekly

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. EHES will deliver instruction with best practices at the highest level of rigor to meet the full-intent of the standards considering the needs of all students.

G1.B1 Inconsistent delivery of instruction, after common planning has occurred.

G1.B1.S1 To address these inconsistencies, the following three actions will occur: 1. Grade level common planning time supported by leadership team three days a week. 2. PLCs. 3. School-wide non-negotiables for instructional planning and delivery.

PD Opportunity 1

An established common planning/PLC schedule with clearly defined protocols, district scope/sequence, expected products, and flow map for planning time spent three days a week using the gradual release model process. Use of data and student artifacts to drive & revise instruction.

Facilitator

Instructional Coaches

Participants

KG-5th

Schedule

Weekly, from 8/25/2015 to 6/2/2016

PD Opportunity 2

Coaching cycle of ELA and Math Standards

Facilitator

Instructional Coaches

Participants

KG-5th

Schedule

Weekly, from 8/25/2015 to 6/6/2016

PD Opportunity 3

Provide PD to increase teachers knowledge of standards' based instruction

Facilitator

Rhonda Hunt, Susan Emrick, Michelle Wiseman, Rose Sedely, Cleta Horton, Maggie Gardner, Chad Frazier

Participants

Teachers and Support Staff

Schedule

Monthly, from 8/25/2015 to 6/6/2016

PD Opportunity 4

Practice delivery of lessons during all-day common planning day.

Facilitator

Susan Emrick

Participants

KG-5th Grades

Schedule

Quarterly, from 8/25/2015 to 6/6/2016

PD Opportunity 5

Purposeful cooperative structures to have students work in pairs

Facilitator

Maggie Gardner/Susan Emrick

Participants

KG-5th Grade Teachers

Schedule

Monthly, from 8/25/2015 to 6/6/2016

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Eustis Heights Elementary School

G2. The Faculty and Staff at EHES will increase the integration of standards-based writing across all content areas.

G2.B1 Inconsistent use and lack of knowledge in best practices for standards based writing instruction across content areas.

G2.B1.S1 Coaches will model through side-by-side coaching, and training in integrating writing across content.

PD Opportunity 1

Training on Response to Literature thinking maps program for all new teachers

Facilitator

Thinking Maps trainer,Literacy coaches, CRT and Acceleration Teacher

Participants

Teachers

Schedule

Weekly, from 8/25/2015 to 6/6/2016

G3. EHES will ensure an environment of high expectations for all students.

G3.B1 Low expectations for students

G3.B1.S1 Build higher expectations for teachers

PD Opportunity 1

Teachers will be trained on how high expectations will develop improved student achievement using PBS model & Capturing Kids' Hearts program.

Facilitator

Margaret Garnder; Chad Frazier; Sofia Moumouris

Participants

All K-5 teachers

Schedule

Monthly, from 8/25/2015 to 6/6/2016

PD Opportunity 2

Monthly PLC's will revisit the training from the pervious year on "Engaging Student's with Poverty in Mind" by Eric Jensen.

Facilitator

Margaret Gardner/Susan Emrick/Michelle Wiseman/Rose Sedely/Cleta Horton/Chad Frazier

Participants

KG-5th Grade

Schedule

Monthly, from 8/25/2015 to 6/6/2016

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	An established common planning/PLC schedule with clearly defined protocols, district scope/sequence, expected products, and flow map for planning time spent three days a week using the gradual release model process. Use of data and student artifacts to drive & revise instruction.			$0.00
2	G1.B1.S1.A2	Coaching cycle of ELA and Math Standards			$0.00
3	G1.B1.S1.A3	Collaborative planning days for each grade level every nine weeks. Use of data and student artifacts to drive & revise instruction.			$6,777.32

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	750-Other Personal Services	0071 - Eustis Heights Elem. School	Other		$3,055.00
			Notes: Collaborative Time Grant			
	6400		0071 - Eustis Heights Elem. School	Title I Part A		$3,722.32
			Notes: New Teacher Training			

4	G1.B1.S1.A4	Classroom Walkthrough (CWT) grade level specific schedule for monitoring collaboration, standards based instruction and providing immediate feedback.			$0.00
5	G1.B1.S1.A5	Provide PD to increase teachers knowledge of standards' based instruction			$0.00
6	G1.B1.S1.A6	Practice delivery of lessons during all-day common planning day.			$7,502.80

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	520-Textbooks	0071 - Eustis Heights Elem. School	Other		$7,502.80
			Notes: SAI-Used to purchase novel sets and LAFS curriculum student workbooks.			

7	G1.B1.S1.A7	Purposeful cooperative structures to have students work in pairs			$0.00
8	G1.B1.S1.A8	Utilization of Know, Understand, & Do planning sheet. Common planning template, student center template, and anchor charts to ensure serving the needs of all students.			$0.00
9	G1.B1.S2.A1	Teachers will bring one instructional strategy for delivery to contribute to common planning			$0.00
10	G1.B1.S2.A2	Establish schedule for side-by-side coaching and visitation of demonstration classrooms.			$0.00
11	G1.B1.S2.A3	Capture video of identified strategies and best practices.			$0.00

Budget Data

12	G1.B1.S2.A4	**Professional development on rigorous instructional delivery, full understanding of Webb's DOK levels, and question stems to scaffold instruction.**	**$0.00**
13	G1.B1.S2.A5	**Teacher-facilitated classroom walk-throughs**	**$0.00**
14	G2.B1.S1.A1	**Model through side-by-side coaching of differentiated writing instruction across content**	**$0.00**
15	G2.B1.S1.A2	**Training on Response to Literature thinking maps program for all new teachers**	**$0.00**
16	G2.B1.S1.A3	**Literacy Coaches and school Literacy Committee will develop and implement a school wide writing plan**	**$0.00**
17	G2.B1.S1.A4	**Establish collaborative time to assess student work products and interactive notebooks.**	**$0.00**
18	G3.B1.S1.A1	**Teachers will be trained on how high expectations will develop improved student achievement using PBS model & Capturing Kids' Hearts program.**	**$0.00**
19	G3.B1.S1.A2	**Monthly PLC's will revisit the training from the pervious year on "Engaging Student's with Poverty in Mind" by Eric Jensen.**	**$0.00**
20	G3.B1.S2.A1	**Summer tutoring for incoming 3rd graders & 5th graders in the lowest quartile.**	**$26,000.00**

Function	Object	Budget Focus	Funding Source	FTE	2015-16
5100	100-Salaries	0071 - Eustis Heights Elem. School	SIG 1003(a)		$26,000.00
		Notes: Summer Tutoring			
				Total:	**$40,280.12**