Eccleston Elementary

2015-16 School Improvement Plan

Eccleston Elementary

1500 AARON AVE, Orlando, FL 32811

www.ocps.net/lc/southwest/eec

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	84%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

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

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Relationship building is one of the key strategies used at Eccleston to foster a positive, student-centered learning environment. Teachers spend time understanding students' interests, backgrounds and goals through surveys and team building exercises during the beginning of the year, and utilize that information to plan lessons and activities that connect to students' interests.
Eccleston is proud to have a Parental Involvement coordinator who works closely with school administration, the Eccleston community, and families to ensure that planned school events are meeting the needs of students and families. The Parental Involvement coordinator sends home need surveys for families to complete to develop a plan of activities for the year that fosters relationships between staff, students, and families, while also deepening family understanding of the educational system.

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

Eccleston Elementary is dedicated to providing a positive, safe, and supportive environment that promotes teaching and learning. Through consistent practices, we hope that all students understand the important role they play in our school family and they are empowered to become the greatest version of themselves. Acknowledging student achievement toward building honorable character is one of the top priorities in helping students achieve ultimate success in life. Therefore, all teachers and staff members are dedicated to implementing positive reinforcement strategies, as well as holding students accountable for personal choices and behavior.
Supervision is an important component of a safe and respectful environment. Eccleston's staff is actively involved in the supervision of students, beginning at 7:30 AM when school staff members are placed in key locations throughout the campus to provide supervision, as well as relationship building through greeting of students. In addition, at dismissal, staff members who have volunteered to accept a supplemental duty, actively participate in the dismissal process in order to ensure each student leaves the campus safely.

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

Eccleston uses a behavioral expectation system called "Eagle Pride - Ready, Responsible, Respectful, and Safe". In addition, Eccleston has developed a student creed that the school reviews two times each week to remind all students of their role in ensuring appropriate behaviors are

demonstrated and the impact of appropriate behaviors on the school community. Eccleston's Student Creed is as follows: "As an Eccleston student: I have the responsibility to come prepared, to pay attention, and do my best. I have the right to learn in a positive environment. I have the responsibility to behave in an orderly manner. I have the right to help keep myself safe. I have the responsibility to treat others with respect." To support these initiatives, Eccleston Elementary has implemented a school-wide management system involving "Eagle Bucks" that students receive for following rules and demonstrating Eagle Pride. If students commit infractions, as outlined in school rules and the code of conduct, money is taken away as a consequence. Students can spend the "Eagle Bucks" they earn at a school store that contains a variety of tangible incentives.

At Eccleston Elementary we understand that it is imperative to hold students accountable for the choices they make. We are dedicated to providing consistent, uniform, and fair consequences to all students. Teachers do the following (when students are engaging in the same behavior): First infraction - complete discipline log, provide a verbal warning, and restate school expectations/ classroom rules; second infraction- complete discipline log, provide behavior interventions (example: time out, call home to parent); third infraction - complete classroom referral, complete discipline log, provide behavior interventions, parent contact, and contact dean. If students' behaviors continue, referrals are completed and consequences are assigned by school administration to ensure that consistent expectations are enforced for all students.

School personnel were educated on the school-wide behavior expectations in August 2015 and expectations are reviewed frequently with staff members. In addition to this, school staff members will be receiving training on positive behavior systems to ensure the facilitation of a successful school-wide behavior system. In addition, key team members (administrators, dean, and additional identified school personnel members) will receive training in Crisis Prevention Intervention.

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

Eccleston Elementary is staffed with a guidance counselor who works closely with administration, the dean, and school staff members to ensure that the social-emotional needs of all students are being met. The guidance counselor provides guidance lessons in the classroom, small group lessons that target anger management and social skills, along with individual counseling sessions with identified students. Eccleston's guidance counselor also works with the school's In School Suspension program to ensure that students are developing a plan to better manage their behavior in the future and meets with students assigned to In-School Suspension to provide educative behavioral supports.
Eccleston's guidance counselor also works closely with district approved vendors for mental health and counseling services that are able to provide services at the school location. Our guidance counselor serves as a liaison between these service providers and classroom teachers in order to assist students in a timely fashion.
Eccleston Elementary also is developing a school-wide mentorship program. This program will use school staff members, along with community members, to match students in need with a mentor to help coach and support appropriate decision making, provide an outlet to discuss school and life situations, and help to guide students towards a college and career ready path.

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

Eccleston Elementary's early warning system includes the monitoring of the following indicators:
-Attendance of kindergarten through fifth grade students for absences and tardiness (with an emphasis on those demonstrating below 90% attendance)
-Dean and administrators monitoring the number of out of school suspensions per student

-Progress monitoring of kindergarten through fifth grade students in English Language Arts, Math, and Science
-Progress monitoring of the lowest 30%
-Progress monitoring of all students receiving a Level 1 on statewide, standardized assessments

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	26	27	32	26	17	17	145
One or more suspensions	7	7	10	11	9	19	63
Course failure in ELA or Math	20	32	35	45	26	22	180
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
	K	1	2	3	4	5	
Students exhibiting two or more indicators	10	12	22	24	12	16	96

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

At Eccleston, administrators will facilitate academic progress monitoring meetings to address all of the early warning indicators. Through this process, preventative measures for early warning indicators will be put into place, and additional interventions will be structured as needed.
An attendance monitoring system has been put into place in order to minimize the number of absences. All teachers must submit attendance by 9:30 a.m. daily. If a student has been absent more than two days, the teacher contacts the parent to check-in on the student and re-iterate school and state attendance policies. The school social worker meets with the attendance clerk weekly to send 5 day unexcused absence letters. After seven unexcused absences, a Child Student Team meeting which includes parents, social worker, administrator, teacher, counselor, attendance clerk, and school resource officer (if on campus) will be held to address attendance concerns and develop a plan that the student and parents must follow. If the plan is not followed, the social worker may begin the truancy process, if absences meet statutory requirements.
The principal must approve all suspensions from school. This allows the administration to closely monitor the number of suspensions. Once a student returns, the dean will meet with the student and/or parents to develop a plan to prevent the behavior from occurring in the future, and to develop additional interventions if needed.

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

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

Eccleston Elementary has an extremely active Partners in Education program, and is currently supported by many businesses and community partnerships, such as Universal Studios Orlando and local faith-based organizations. Our Partner in Education Coordinator reaches out to community businesses and organizations in order to utilize available resources to support the school and students. This includes, but is not limited to, food and clothing donations for Eccleston families to ensure our students are having their basic needs met, "man-power" for volunteers in the classroom to help support small group instruction, and financial or item donations for the school, such as incentives for increasing student achievement and school supplies. Once the grade level or Leadership team has expressed a need, the Partners in Education Coordinator will contact the business or faith-based partners who may be willing and able to help meet this need. Additional needs are met be researching Partner in Education members beyond our Eccleston community.

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
Goodman, Felecia	Principal
Wyka, Stephanie	Assistant Principal
Chandler, Betty	Teacher, K-12
Haynes, Sonia	Instructional Coach
Henry, Tara	Dean
Johnson, Sarita	Instructional Coach
Jones, Patti	Teacher, K-12
Koehler, Paula	Teacher, K-12
Webb-Smith, Latanya	Instructional Coach
Cooke, Tanya	Instructional Coach
Rumph, Pamela	Instructional Coach

Duties

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

The Leadership team meets one time each week to collaborate on school-based decisions as identified from multiple data sources. The roles for the Leadership team members are as follows: Felecia Goodman, Principal: Mrs. Goodman serves as the facilitator of all progress monitoring meetings that are held to determine and implement strategies and practices required to meet the

needs of all students at Eccleston. Mrs. Goodman ensures that the school staff meets all instructional expectations for the district and state through daily classroom walk-throughs. Mrs. Goodman is the administrator over discipline. Mrs. Goodman works with the Leadership team to develop the school professional development calendar and provides professional development on the Marzano Instructional Framework and instructional best practices. She also works with the school secretary/bookkeeper to ensure that appropriate resources and curriculum are provided to the staff for meeting student needs. Mrs. Goodman serves as a Literacy team member and a Multi-Tiered Systems of Support team member.

Stephanie Wyka, Assistant Principal: Mrs. Wyka co-facilitates all progress monitoring meetings that are held to determine and implement strategies and practices required to meet the needs of all students at Eccleston. Mrs. Wyka ensures that the school staff meets all instructional expectations for the district and state through daily classroom walk-throughs. Mrs. Wyka works with the Leadership team to develop the school professional development calendar and provides professional development on the Marzano Instructional Framework and instructional best practices. She serves as a Literacy team member and a Multi-Tiered Systems of Support team member.

Betty Chandler, Parental Involvement: Mrs. Chandler serves as the Parental Involvement coordinator and Partners in Education Coordinator. Through active community outreach, Mrs. Chandler facilitates the school to home connection through a wide variety of parent education events and the provision of resources to ensure that students have their basic needs of clothing and food met.

Tanya Cooke, Reading Coach: Ms. Cooke supports kindergarten through fifth grades for reading instruction, through the facilitation of reading and language arts common planning meetings. She supports classroom instruction by pushing into multiple classrooms to provide focused, differentiated small group instruction on targeted reading skills. She provides professional development opportunities for all staff members.

Sonia Haynes, Curriculum Resource Teacher (CRT): Mrs. Haynes serves as the curriculum coordinator and textbook manager for the school, and works to ensure that all teachers have the necessary resources in order to meet the rigor of the standards. She also serves as the testing coordinator for the school, and schedules, plans, and trains all staff members on all district and state assessments. Mrs. Haynes supports classroom instruction by pushing into multiple classrooms to provide focused, differentiated small group instruction on targeted reading skills.

Tara Henry, Dean: Ms. Henry is the key leader of the behavior and discipline team for the school. She collaborates with school administration, teachers, and school staff to develop school-wide behavioral expectations and systems. Ms. Henry develops behavior contracts for students in need of additional behavioral support. She intervenes when student behaviors escalate, collaborates with administration to assign consequences for discipline infractions, and develops preventative behavior measures for possible future discipline infractions. Ms. Henry collaborates with the school staff to set up mentorship programs for students in need. She also works closely with the guidance counselor to ensure that students' social-emotional needs are being addressed.

Sarita Johnson, Instructional Coach: Ms. Johnson supports classroom instruction by pushing into multiple classrooms to provide focused, differentiated small group instruction on targeted reading skills. Ms. Johnson supports and monitors the new teacher induction program at Eccleston by coaching new teachers and their mentors, providing necessary resources, and monitoring the new teachers' completion of state and district expectations. Ms. Johnson is the instructional coach for the school and is targeted on facilitating the inclusion of effective instructional strategies in the common planning process.

Patti Jones, Gifted/Enrichment: Mrs. Jones supports kindergarten through fifth grades for gifted and enrichment instruction. She supports classroom instruction by pushing into multiple classrooms to provide focused, differentiated small group instruction on targeted reading skills.

Paula Koehler, Staffing Specialist: Ms. Koehler monitors and supports the exceptional student education (ESE) and English language learner (ELL) programs at the school by ensuring that all district, state, and federal guidelines are met. She also serves as our transportation coordinator and is the homeless student education coordinator for the school. Ms. Koehler supports classroom instruction by pushing into multiple classrooms to provide focused, differentiated small group

instruction on targeted reading skills.

Latanya Webb-Smith, Academic Coach: Mrs. Webb-Smith supports kindergarten through fifth grades through the Teacher Incentive Fund (TIF) grant process by monitoring teacher and student data, performing side-by-side coaching of effective classroom instruction, and coordinating all TIF assessments. She supports classroom instruction by pushing into multiple classrooms to provide focused, differentiated small group instruction on targeted reading skills. Mrs. Webb-Smith is the Multi-Tiered Systems of Support coach for the school. She oversees the assigned interventions used throughout the school and the progress monitoring process. She facilitates all Multi-Tiered Systems of Support meetings.

Pamela Rumph, Math/Science Coach: Mrs. Rumph supports kindergarten through fifth grades for math and science instruction, through the facilitation of math and science common planning meetings. She supports classroom instruction by pushing into multiple classrooms to provide focused, differentiated small group instruction on targeted skills. She provides professional development opportunities for all staff 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

Eccleston's instructional staff members will be using district-adopted core reading and math programs along with research-based supplemental resources to teach the Florida Standards. Core classroom instruction is differentiated through teacher-led small groups in reading and math to re-teach and remediate grade level content. Prior year's assessment data, beginning of the year assessments, and diagnostic assessments will be used to place students in strategic intervention groups that address student instructional needs for Tier II and Tier III interventions, according to the state's Multi-Tiered Systems of Support (MTSS) process. A progress monitoring plan will be implemented to ensure student achievement. From this information, professional development, coaching support and other resources will be identified to assist with instruction and behavior management. Further meetings are held to evaluate the effectiveness of the interventions using ongoing progress monitoring data. Modifications are made as necessary.

Title I Part A:

Title I funds will be used to purchase positions for staff members who serve our entire student population such as (but not limited to) instructional support teachers, paraprofessionals, and hourly tutors. Title I provides funds for tutoring and a Parent Involvement position.

SAI funds:

SAI funds will be used to provide tutoring and materials for level 1 third grade students and levels 1 & 2 fourth and fifth grade students. A summer reading camp is available for third grade students who scored level one on FCAT.

The school provides free tutoring services and materials for students in third through fifth grades. The tutoring focuses on reading and math for third and fourth grade. Fifth grade focuses on reading, math, and science. Our third through fifth grade students are offered Saturday school during select parts of the year.

Title X: Homeless

The homeless education program, provided through the McKinney Vento Act, assists our students and their families, if they are classified homeless. The school staffing coordinator and the family outreach coordinator are the contacts for this program. They ensure parents are aware of services available to them.

Nutrition:

Eccleston Elementary is designated as a Provision 2 school which allows the school to provide free breakfast and lunch to all students.

Housing: N/A

Adult Education: A Parent Involvement resource teacher provides training for parents on skills to help their children at home with their school work.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Felecia Goodman	Principal
Diane Goodson	Teacher
Betty Chandler	Teacher
Willie Martin	Education Support Employee
Vivian Geary	Business/Community
Mary Maxwell	Parent
Norma Beasley	Parent
Ethel Pierce	Business/Community
Jerome Johnson	Teacher
Mary Clark	Teacher
Pamela Rumph	Teacher
Lothen Cherry	Business/Community
Elmy Morales	Parent
Lisa Morales	Parent
Ruby Jefferson	Parent
TiLisa Fisher	Parent
Keron Thompson	Parent

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

At School Advisory Council (SAC) meetings during the 2014-2015 school year, the School Improvement Plan (SIP) was reviewed, suggestions provided, and revisions suggested for the upcoming school year. The SAC collaboratively reviewed an annual needs assessment that was sent to parents, students, and staff to determine possible needs for Eccleston during the upcoming year. This needs assessment, along with the information from SAC meetings during the school year, helps to determine school and educational programming for the upcoming year, and needs that may be addressed on the SIP. Additionally, the results of this needs assessment are used to develop a plan for the SAC for the upcoming school year.

Development of this school improvement plan

The Eccleston Elementary SAC holds monthly meetings to discuss SIP goals, the school budget, school needs, and possible barriers for school success. The SAC provides feedback to school administration on the effectiveness of strategies for the SIP goals and helps to support the development of new strategies, as needed.
The SAC met to develop the 2015-16 SIP utilizing the 8-step problem solving process. Members

analyzed 2015-16 assessment data and suggested goals and strategies to increase student achievement. Upon completion of the SIP, the SAC will review and make revisions as needed.

Preparation of the school's annual budget and plan

The SAC reviews the budget as it relates to resources and professional development articulated in the School Improvement Plan.

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

School improvement funds will be used to support parental involvement activities.

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
Goodman, Felecia	Principal
Wyka, Stephanie	Assistant Principal
Cooke, Tanya	Instructional Coach
Johnson, Sarita	Instructional Coach
Haynes, Sonia	Instructional Coach
Goodson, Diane	Teacher, K-12
Chandler, Betty	Teacher, K-12
Koehler, Paula	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership team (LLT) will be to assist teachers with implementing the 120 minutes of ELA instruction through the use of research-based instructional practices that will lead to rigorous lessons, promoting and utilizing Accelerated Reader, coaching and supporting differentiating instruction in order to close student achievement gaps, and coaching and supporting tiered intervention support. The LLT will also provide staff development and side-by-side coaching of effective literacy strategies and practices. Finally, the LLT will also plan, develop, and host a literacy night for parents to educate parents on effective strategies to increase literacy.

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

At the beginning of the school year, school-wide collaborative meeting norms were developed to support and facilitate a positive working environment that is focused on student achievement. In addition, the

master schedule has been structured so that teachers have 45 minutes of planning time five times per week (for kindergarten through third grades) and 60 minutes of planning time four times per week (for fourth and fifth grades) in order to support the common planning process. Grade level teams will meet daily for common planning to develop rigorous units of instruction that reach the full intent of the standards and demonstrate a logical progression of instruction. It is the school's expectation that all members of the team utilize the backwards design of instruction framework through deconstructing standards, determine content limits utilizing test item specifications, and determine how mastery of the content will be measured.

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

Recruiting Highly Qualified Teachers:
-All teacher applicants are pre-qualified as highly qualified per state and federal guidelines before being called in for an interview. (Felecia Goodman, Stephanie Wyka)
-Active participation in district job fairs to recruit highly qualified teachers
Retaining Highly Qualified Teachers:
-Beginning Teacher Program- Beginning teachers attend monthly support meetings to become familiar with the school expectations and collaborate on best practices. (Sarita Johnson)
-Teacher Mentoring Program- Continue with the school wide teacher mentoring program where new teachers are paired with veteran teachers for support and encouragement. (Sarita Johnson)
-Coaching Support Team- Eccleston coaches are paired with teachers to support, monitor, and coach throughout the year regarding instructional best practices, content specific strategies, classroom management, and behavior support. (Sonia Haynes, Sarita Johnson, Tanya Cooke, Patti Jones, Latanya Webb-Smith, Tara Henry, Pamela Rumph)
-Professional Learning Communities- Teams will work collaboratively to commonly plan standards based instruction, create common assessments and share instructional strategies. (Grade level Team Leaders, Coaching Support Team, Felecia Goodman, Stephanie Wyka)
Developing Highly Qualified Teachers:
-Grade level book studies of chosen books target differentiated grade level development needs. (Grade Level Team Leaders, Coaching Support Team, Felecia Goodman, Stephanie Wyka)
-On-going staff development targets staff and student needs. (Leadership team)
-Identification of teacher leaders to build capacity in supporting effective teaching and learning and increasing instructional staff members' expertise in leadership, content, and instructional practices. (Felecia Goodman, Stephanie Wyka)

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

Our school mentoring program is designed to assist first and second year teachers with the necessary tools needed to manage an effective classroom, including but not limited to classroom design and procedures, planning for and providing rigorous instruction and the use of high probability strategies and research based practices.
The mentee will be supported by the Instructional Coach, Sarita Johnson. Monthly meetings will be scheduled to provide collaboration between the beginning teachers. School updates, team building and opportunities for questions and reflection will be included in each month's agenda. Open lines of communication will be maintained to ensure that the beginning teacher is provided with the necessary support to succeed.
Each beginning teacher will also be paired with an experienced, veteran teacher. This mentor will provide constant support and feedback to the mentee. The pair will meet daily and weekly to discuss the important happenings in the school as well as assistance with, but not limited to lesson planning, assessments and progress monitoring.
Both the instructional coach and mentor will assist the beginning teacher with the requirements of the Orange County Public Schools Beginning Teacher Program.

The nine beginning teachers at Eccleston have been paired with mentors that either teach on the same grade level or have experience with that grade level. All teachers have a proven track record of positively impacting student achievement, and are recognized as instructional leaders within the school.

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

Eccleston uses data to determine which skills the students have mastered and in which areas students still have instructional needs. Teachers utilize data in their daily instruction, and grade level teams' common planning is driven by data. This data is used to develop whole group and small group lesson sequences, along with specific intervention plans. Instruction is modified or supplemented by using the re-teaching, re-mediating, and enriching instructional process, based upon individual student data.

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: 10,800

Provide kindergarten through fifth grade students with an additional hour of reading instruction daily. Instruction will be focused on intensive, differentiated small group instruction that addresses specific reading skills.

Strategy Rationale

By providing an additional hour of reading instruction daily, student achievement in reading will improve through the additional focused instruction to address reading deficits.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Goodman, Felecia, felecia.goodman@ocps.net

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

Progress monitoring, teacher observations, classroom informal or formal assessments will be used to determine the effectiveness of the strategy.

Strategy: After School Program

Minutes added to school year: 2,520

After-school tutoring will provide identified kindergarten through fifth grade students with reading and mathematics tutoring two times weekly for 45 minutes.

Strategy Rationale

By providing after-school tutoring in reading and mathematics, student achievement in reading and mathematics will improve due to the additional focused instruction to address specific reading math deficits.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Cooke, Tanya, tanya.cooke@ocps.net

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

Progress monitoring, teacher observations, classroom informal or formal assessments will be used to determine the effectiveness of the before school tutoring program.

Strategy: Weekend Program

Minutes added to school year: 1,200

A weekend-planning program will provide teachers with common planning days facilitated by administration and teacher leaders on identified Saturdays throughout the school year.

Strategy Rationale

Focused time spent on the backwards design process will lead to purposefully planned, rigorous instruction that meets the expectations of the Florida Standards.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Wyka, Stephanie, stephanie.wyka@ocps.net

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

Progress monitoring, classroom informal or formal assessments will be used to determine the effectiveness of these planning days.

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

The school works with a variety of pre-kindergarten schools in the area to provide tours of the school for zoned students. This helps to ensure that new kindergarten students are familiar with the school prior to the first day.

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

Each 4th and 5th grade student will be given a binder or organizational tool in which he or she is required to keep materials for each subject. Students are taught study skills, test preparation, time management, and the writing process. The school also works to develop and support a college and career atmosphere through the use of bulletin boards and signage relating to careers and colleges. Jobs in the classrooms are also related to real-world occupations in order to help foster the connection between school and future careers.

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

N/A

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

N/A

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

N/A

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. Increase the effectiveness of rigorous standards-based instruction through the implementation of research-based strategies and systematic common planning. (Division Priority #1: Accelerate Student Performance; Division Priority # 2 Invest in Human Capital)

G2. Increase student achievement by implementing the Multi-Tiered Systems of Support (MTSS) process through diagnostic testing, strategic interventions, and frequent progress monitoring. (Division Priority #1: Accelerate Student Performance; Division Priority # 2 Invest in Human Capital)

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. Increase the effectiveness of rigorous standards-based instruction through the implementation of research-based strategies and systematic common planning. (Division Priority #1: Accelerate Student Performance; Division Priority # 2 Invest in Human Capital) 1a

🔍 G072603

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	62.0
AMO Math - All Students	67.0
FCAT 2.0 Science Proficiency	56.0

Resources Available to Support the Goal 2

- Florida Standards, Test Item Specifications, Instructional Focus Calendars, Journeys, Fusion, Go Math, Core Connections Writing, OCPS Essential Labs, CPALMS, Think Central, iReady, iStation, school-based identified supplemental instructional resources, school-based common planning framework based off of research-based best practices, Becoming A Reflective Teacher by Dr. Marzano, identified teacher leaders who are fluent in the common planning process

Targeted Barriers to Achieving the Goal 3

- The school lacks an intensive implementation of the Florida Continuous Improvement Model (FCIM) and its processes.

Plan to Monitor Progress Toward G1. 8

The leadership team will disaggregate and analyze iObservation data and formal formative assessment data, and remediation assessment data to determine student growth as a result of standards based instruction.

Person Responsible
Felecia Goodman

Schedule
Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion
Administration agenda, meeting minutes, iObservation data, and student achievement data

G2. Increase student achievement by implementing the Multi-Tiered Systems of Support (MTSS) process through diagnostic testing, strategic interventions, and frequent progress monitoring. (Division Priority #1: Accelerate Student Performance; Division Priority # 2 Invest in Human Capital) `1a`

🔍 G072604

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	62.0
AMO Reading - African American	62.0
AMO Reading - ED	62.0
AMO Reading - ELL	59.0
AMO Reading - SWD	44.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	85.0
AMO Math - African American	67.0
AMO Math - ED	67.0
AMO Math - ELL	59.0
AMO Math - SWD	48.0
Math Gains	78.0
Math Lowest 25% Gains	74.0

Resources Available to Support the Goal `2`

- Progress monitoring data (Accelerated Reader, STAR Testing, common assessment data, remediation assessment),common assessments, diagnostic assessments (CORE Phonics Survey, PAST Assessment, iReady Diagnostics), the MTSS team, research based interventions (Journeys Tier II, Elements of Reading, Voyager, iReady, and Early Interventions in Reader), supplemental intervention resources (FCRR activities, LAFS Ready workbooks)

Targeted Barriers to Achieving the Goal `3`

- Teachers lack a deep understanding of the MTSS process and the importance of its role in the general education process.

Plan to Monitor Progress Toward G2. `8`

The leadership team will disaggregate and analyze iObservation data, progress monitoring data, and formal formative assessment data to ensure the MTSS process is positively impacting student achievement.

Person Responsible

Felecia Goodman

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Agenda, meeting minutes, iObservation data, and student achievement data

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 =**   **S** = Strategy
                       Barrier

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase the effectiveness of rigorous standards-based instruction through the implementation of research-based strategies and systematic common planning. (Division Priority #1: Accelerate Student Performance; Division Priority # 2 Invest in Human Capital) 1

🔑 G072603

G1.B3 The school lacks an intensive implementation of the Florida Continuous Improvement Model (FCIM) and its processes. 2

🔑 B189439

G1.B3.S1 The school will develop and implement an intensive professional development plan on the FCIM process. 4

🔑 S200762

Strategy Rationale

By developing a strategic professional development plan that includes training, coaching, and monitoring of the learned strategies and processes, the school ensures that knowledge of the FCIM process is gained and the process is implemented.

Action Step 1 5

The administration will provide an overview of the FCIM process to grade level teams during the first data meeting session of the 2015-16 school year.

Person Responsible

Stephanie Wyka

Schedule

On 9/1/2015

Evidence of Completion

agendas, sign-in sheets, completed processing and reflection tools, next-steps plan from grade level team leaders

Action Step 2 `5`

The administration will provide training on the data-disaggregation process for determining instructional trends. This will be conducted during a school-wide professional development afternoon, using individual classroom teacher results from grade level common assessments.

Person Responsible

Stephanie Wyka

Schedule

On 9/23/2015

Evidence of Completion

Agendas, sign-in sheets, completed processing and reflection tools, completed data disaggregation worksheets

Action Step 3 `5`

The administration will provide job embedded professional development on using disaggregated data to determine instructional trends, identify root causes of performance deficits, and developing remediation instructional plans through collaborative conversations of grade level teams, during data meeting sessions.

Person Responsible

Stephanie Wyka

Schedule

Weekly, from 9/29/2015 to 5/31/2016

Evidence of Completion

Agendas, sign-in sheets, completed disaggregation worksheets, developed remediation plans, identified student groupings based upon common assessment data, remediation assessment data, classroom observation data

Action Step 4 5

The administration will provide job embedded professional development to teacher teams on the process of reflecting on instruction for determining patterns of strengths and weaknesses during a grade level data meeting, using remediation assessment data and a provided reflection tool.

Person Responsible

Felecia Goodman

Schedule

On 10/20/2015

Evidence of Completion

Agendas, sign-in sheets, completed disaggregation worksheets, developed remediation plans, identified student groupings based upon common assessment data, remediation assessment data, classroom observation data

Action Step 5 5

The instructional coach and content area coaches will provide coaching cycles at the grade levels to support the learned disaggregation strategies from professional development.

Person Responsible

Sarita Johnson

Schedule

Weekly, from 10/1/2015 to 10/30/2015

Evidence of Completion

Completed disaggregation worksheets, identified student groups based upon common assessment data, remediation assessment data, coaching logs

Action Step 6 `5`

The administration will provide coaching cycles at the grade level to support and facilitate the data driven conversations during weekly data meetings through the use of scaffolds (data worksheets related to standards planned to be discussed) and prepared questions based on the data from common assessments.

Person Responsible

Felecia Goodman

Schedule

On 10/30/2015

Evidence of Completion

Completed data worksheets, identified student groups based upon common assessment data, remediation assessment data, classroom observation data

Action Step 7 `5`

The instructional coach and content area coaches will provide coaching cycles at the grade level to support the implementation of learned FCIM strategies during the common planning process to develop rigorous units of instruction that reach the full intent of the standards and embed high yield instructional strategies.

Person Responsible

Sarita Johnson

Schedule

Weekly, from 10/1/2015 to 10/30/2015

Evidence of Completion

Identified student groups based upon common assessment data, unit plans, completed common planning framework evidence worksheets, common assessment data, remediation data, classroom observation data

Action Step 8 5

The instructional coach and content area coaches will provide coaching cycles for identified teachers in need to support the implementation of learned FCIM strategies during the common planning process to develop rigorous units of instruction that reach the full intent of the standards and embed high yield instructional strategies.

Person Responsible

Sarita Johnson

Schedule

Weekly, from 11/2/2015 to 12/18/2015

Evidence of Completion

Identified student groups based upon common assessment data, unit plans, completed common planning framework evidence worksheets, common assessment data, remediation data, classroom observation data

Action Step 9 5

Grade level teams will implement the FCIM process to develop rigorous units of instruction that reach the full intent of the standards and embed high yield instructional strategies.

Person Responsible

Stephanie Wyka

Schedule

On 6/8/2016

Evidence of Completion

Unit plans, identified student groupings based upon common assessment data, common assessment data, remediation assessment data, classroom observation data

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

The administration team will conduct daily classroom walkthroughs during the reading and/or math blocks.

Person Responsible

Felecia Goodman

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Classroom walk-through trend emails, classroom observation data, revised unit plans, formal formative assessment data

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

The leadership team will conduct weekly collaborative classroom observations during the reading and math blocks that lead to specific, actionable feedback related to high-yield instructional strategies.

Person Responsible

Felecia Goodman

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Classroom observation data, revised unit plans, formal formative assessment data

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

The administration team will facilitate weekly data meetings focused on using disaggregated data to determine instructional decisions.

Person Responsible

Felecia Goodman

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Completed data worksheets, identified student groups based upon formal formative assessment data, unit plans, revised unit plans, agendas, sign-in sheets, formal formative assessment data, remediation assessment data, classroom observation data

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

The leadership team will review and provide feedback for posted unit plans to ensure that rigorous units of instruction that contain strategic differentiation and planned high-yield instructional strategies related to the identified standards have been developed.

Person Responsible

Sarita Johnson

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Unit plans, revised unit plans, classroom walkthrough trend emails, classroom observation data, formal formative assessment data, remediation assessment data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

The leadership team will attend common planning, review lesson plans, analyze iObservation data and student common assessment data to identify trends, and measure student achievement as a result of professional development related to standards-based instruction and the FCIM process.

Person Responsible

Felecia Goodman

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plans that reflect an increased understanding of highly-effective standards-based instruction, classroom observation data, formal formative assessment data that demonstrate student growth in mastery of the Florida Standards, remediation assessment data that reflects an increase in student performance, posted data on school collaboration website that reflects an increase in student performance, meeting minutes, meeting agendas

G2. Increase student achievement by implementing the Multi-Tiered Systems of Support (MTSS) process through diagnostic testing, strategic interventions, and frequent progress monitoring. (Division Priority #1: Accelerate Student Performance; Division Priority # 2 Invest in Human Capital) 1

🔍 G072604

G2.B3 Teachers lack a deep understanding of the MTSS process and the importance of its role in the general education process. 2

🔍 B189443

G2.B3.S1 A strategic MTSS plan that includes intensive professional development, ongoing coaching supports, and purposeful monitoring will be implemented. 4

🔍 S200767

Strategy Rationale

By developing a strategic plan that addresses critical areas of the MTSS process, the school team ensures that the MTSS process can be implemented with fidelity.

Action Step 1 5

The MTSS coach will conduct an overview of the MTSS process as a school-wide professional development.

Person Responsible

Latanya Webb-Smith

Schedule

On 8/18/2015

Evidence of Completion

Agendas, sign-in sheets, completed processing and reflection tools, MTSS tracking forms, completed early warning checklists, strategic student groups based upon diagnostic assessment and progress monitoring data, progress monitoring data, classroom walkthrough trends, classroom observation data

Action Step 2 `5`

The leadership team will develop a list of Early Warning indicators for a reading deficiency. Early Warning indicators will be monitored at weekly data meetings.

Person Responsible

Latanya Webb-Smith

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Collected early warning checklists, agendas, meeting minutes, MTSS meeting requests, MTSS Tier tracking forms

Action Step 3 `5`

Classroom teachers will implement and complete reading diagnostic testing school-wide.

Person Responsible

Tanya Cooke

Schedule

Semiannually, from 8/24/2015 to 6/8/2016

Evidence of Completion

Completed diagnostic testing spreadsheets, strategic student groups based upon diagnostic assessment, progress monitoring data of deficit reading skills per diagnostic assessments

Action Step 4 `5`

Classroom teachers and the leadership team will strategically group students by identified reading deficits per diagnostic assessments. Strategic groups will be fluid and adjusted based upon progress monitoring data.

Person Responsible

Latanya Webb-Smith

Schedule

Monthly, from 9/14/2015 to 6/8/2016

Evidence of Completion

Completed diagnostic testing spreadsheets, MTSS tier tracking forms, MTSS meeting requests, meeting minutes, collected early warning checklists, progress monitoring data, common assessment data

Action Step 5 `5`

The MTSS coach will conduct professional development on identified intervention resources for grade level teams and teachers.

Person Responsible

Latanya Webb-Smith

Schedule

Monthly, from 9/1/2015 to 11/30/2015

Evidence of Completion

Agendas, sign-in sheets, completed processing and reflection tools, classroom walkthrough trend emails, classroom observation data, progress monitoring data, MTSS tier tracking forms, MTSS meeting requests, meeting minutes, common assessment data

Action Step 6 `5`

The MTSS Coach will develop and monitor the implementation of a calendar of progress monitoring dates, based upon assigned research-based intervention.

Person Responsible

Latanya Webb-Smith

Schedule

Monthly, from 9/14/2015 to 6/8/2016

Evidence of Completion

Completed progress monitoring calendars, progress monitoring data, MTSS tier tracking forms, MTSS meeting requests, meeting minutes, classroom walk-through trend emails, classroom observation data

Action Step 7 `5`

The MTSS coach will conduct professional development on the connection between progress monitoring and district MTSS forms.

Person Responsible

Latanya Webb-Smith

Schedule

On 9/22/2015

Evidence of Completion

Progress monitoring data, MTSS tier tracking forms, MTSS meeting requests, meeting minutes

Action Step 8 `5`

School-based instructional coaches will provide coaching cycles at the grade and teacher levels to support the implementation of strategic MTSS processes and interventions, support the facilitation of progress monitoring practices, and support the use of data to drive instruction.

Person Responsible

Latanya Webb-Smith

Schedule

Weekly, from 9/14/2015 to 11/20/2015

Evidence of Completion

Coaching logs, progress monitoring data, MTSS tier tracking forms, MTSS meeting requests, Meeting minutes, classroom walkthrough trend emails, classroom observation data, common assessment data

Action Step 9 `5`

Teacher teams will develop strategic MTSS processes and interventions at the grade and teacher levels, utilize consistent progress monitoring practices, and use data from MTSS processes in weekly common planning sessions.

Person Responsible

Sarita Johnson

Schedule

On 6/8/2016

Evidence of Completion

Progress monitoring data, MTSS tier tracking forms, MTSS meeting requests, meeting minutes, classroom walkthrough trend emails, classroom observation data, common assessment data

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

The MTSS Coach and administration will review progress monitoring data.

Person Responsible

Felecia Goodman

Schedule

Biweekly, from 9/14/2015 to 6/8/2016

Evidence of Completion

Revised progress monitoring calendars, strategic student groups based upon progress monitoring data, progress monitoring data, formal formative assessment data

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

The administration will conduct weekly classroom walk-throughs and/or classroom observations during the intervention block. Specific, actionable feedback will be provided to ensure that intensive intervention instruction is taking place during the dedicated intervention time.

Person Responsible

Felecia Goodman

Schedule

Weekly, from 9/14/2015 to 6/8/2016

Evidence of Completion

Strategic student groups based upon diagnostic testing and ongoing progress monitoring, fluid student groups, MTSS tier tracking forms, classroom walk-through trend emails, classroom observation data, progress monitoring data, formal formative assessment data

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

The MTSS Coach and MTSS Team will conduct monthly MTSS meetings based upon early warning indicators, teacher request, parent request, and administrative request.

Person Responsible

Latanya Webb-Smith

Schedule

Monthly, from 9/14/2015 to 6/8/2016

Evidence of Completion

MTSS meeting request forms, meeting minutes, progress monitoring data, fluid student groupings based upon progress monitoring data, MTSS tier tracking forms

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

The leadership team will analyze iObservation and student data to determine if student achievement is increasing due to effective implementation of differentiated instruction through MTSS.

Person Responsible

Felecia Goodman

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

iObservation data, formal formative assessment data, progress monitoring data demonstrating increased student performance, meeting minutes, fluid intervention groupings

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.B3.S1.A1	The administration will provide an overview of the FCIM process to grade level teams during the first data meeting session of the 2015-16 school year.	Wyka, Stephanie	9/1/2015	agendas, sign-in sheets, completed processing and reflection tools, next-steps plan from grade level team leaders	9/1/2015 one-time
G2.B3.S1.A1	The MTSS coach will conduct an overview of the MTSS process as a school-wide professional development.	Webb-Smith, Latanya	8/18/2015	Agendas, sign-in sheets, completed processing and reflection tools, MTSS tracking forms, completed early warning checklists, strategic student groups based upon diagnostic assessment and progress monitoring data, progress monitoring data, classroom walkthrough trends, classroom observation data	8/18/2015 one-time
G1.B3.S1.A2	The administration will provide training on the data-disaggregation process for determining instructional trends. This will be conducted during a school-wide professional development afternoon, using individual classroom teacher results from grade level common assessments.	Wyka, Stephanie	9/23/2015	Agendas, sign-in sheets, completed processing and reflection tools, completed data disaggregation worksheets	9/23/2015 one-time
G2.B3.S1.A2	The leadership team will develop a list of Early Warning indicators for a reading deficiency. Early Warning indicators will be monitored at weekly data meetings.	Webb-Smith, Latanya	8/24/2015	Collected early warning checklists, agendas, meeting minutes, MTSS meeting requests, MTSS Tier tracking forms	6/8/2016 weekly
G1.B3.S1.A3	The administration will provide job embedded professional development on using disaggregated data to determine instructional trends, identify root causes of performance deficits, and developing remediation instructional plans through collaborative conversations of grade level teams, during data meeting sessions.	Wyka, Stephanie	9/29/2015	Agendas, sign-in sheets, completed disaggregation worksheets, developed remediation plans, identified student groupings based upon common assessment data, remediation assessment data, classroom observation data	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A3	Classroom teachers will implement and complete reading diagnostic testing school-wide.	Cooke, Tanya	8/24/2015	Completed diagnostic testing spreadsheets, strategic student groups based upon diagnostic assessment, progress monitoring data of deficit reading skills per diagnostic assessments	6/8/2016 semiannually
G1.B3.S1.A4	The administration will provide job embedded professional development to teacher teams on the process of reflecting on instruction for determining patterns of strengths and weaknesses during a grade level data meeting, using remediation assessment data and a provided reflection tool.	Goodman, Felecia	10/20/2015	Agendas, sign-in sheets, completed disaggregation worksheets, developed remediation plans, identified student groupings based upon common assessment data, remediation assessment data, classroom observation data	10/20/2015 one-time
G2.B3.S1.A4	Classroom teachers and the leadership team will strategically group students by identified reading deficits per diagnostic assessments. Strategic groups will be fluid and adjusted based upon progress monitoring data.	Webb-Smith, Latanya	9/14/2015	Completed diagnostic testing spreadsheets, MTSS tier tracking forms, MTSS meeting requests, meeting minutes, collected early warning checklists, progress monitoring data, common assessment data	6/8/2016 monthly
G1.B3.S1.A5	The instructional coach and content area coaches will provide coaching cycles at the grade levels to support the learned disaggregation strategies from professional development.	Johnson, Sarita	10/1/2015	Completed disaggregation worksheets, identified student groups based upon common assessment data, remediation assessment data, coaching logs	10/30/2015 weekly
G2.B3.S1.A5	The MTSS coach will conduct professional development on identified intervention resources for grade level teams and teachers.	Webb-Smith, Latanya	9/1/2015	Agendas, sign-in sheets, completed processing and reflection tools, classroom walkthrough trend emails, classroom observation data, progress monitoring data, MTSS tier tracking forms, MTSS meeting requests, meeting minutes, common assessment data	11/30/2015 monthly
G1.B3.S1.A6	The administration will provide coaching cycles at the grade level to support and facilitate the data driven conversations during weekly data meetings through the use of scaffolds (data worksheets related to standards planned to be discussed) and prepared questions based on the data from common assessments.	Goodman, Felecia	10/1/2015	Completed data worksheets, identified student groups based upon common assessment data, remediation assessment data, classroom observation data	10/30/2015 one-time
G2.B3.S1.A6	The MTSS Coach will develop and monitor the implementation of a calendar of progress monitoring dates, based upon assigned research-based intervention.	Webb-Smith, Latanya	9/14/2015	Completed progress monitoring calendars, progress monitoring data, MTSS tier tracking forms, MTSS meeting requests, meeting minutes, classroom walk-through trend emails, classroom observation data	6/8/2016 monthly
G1.B3.S1.A7	The instructional coach and content area coaches will provide coaching cycles at the grade level to support the implementation of learned FCIM strategies during the common planning process to develop rigorous units of instruction that reach the full intent of the standards and embed high yield instructional strategies.	Johnson, Sarita	10/1/2015	Identified student groups based upon common assessment data, unit plans, completed common planning framework evidence worksheets, common assessment data, remediation data, classroom observation data	10/30/2015 weekly
G2.B3.S1.A7	The MTSS coach will conduct professional development on the connection between progress monitoring and district MTSS forms.	Webb-Smith, Latanya	9/22/2015	Progress monitoring data, MTSS tier tracking forms, MTSS meeting requests, meeting minutes	9/22/2015 one-time
G1.B3.S1.A8	The instructional coach and content area coaches will provide coaching cycles for identified teachers in need to	Johnson, Sarita	11/2/2015	Identified student groups based upon common assessment data, unit plans, completed common planning framework	12/18/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	support the implementation of learned FCIM strategies during the common planning process to develop rigorous units of instruction that reach the full intent of the standards and embed high yield instructional strategies.			evidence worksheets, common assessment data, remediation data, classroom observation data	
G2.B3.S1.A8	School-based instructional coaches will provide coaching cycles at the grade and teacher levels to support the implementation of strategic MTSS processes and interventions, support the facilitation of progress monitoring practices, and support the use of data to drive instruction.	Webb-Smith, Latanya	9/14/2015	Coaching logs, progress monitoring data, MTSS tier tracking forms, MTSS meeting requests, Meeting minutes, classroom walkthrough trend emails, classroom observation data, common assessment data	11/20/2015 weekly
G1.B3.S1.A9	Grade level teams will implement the FCIM process to develop rigorous units of instruction that reach the full intent of the standards and embed high yield instructional strategies.	Wyka, Stephanie	11/1/2015	Unit plans, identified student groupings based upon common assessment data, common assessment data, remediation assessment data, classroom observation data	6/8/2016 one-time
G2.B3.S1.A9	Teacher teams will develop strategic MTSS processes and interventions at the grade and teacher levels, utilize consistent progress monitoring practices, and use data from MTSS processes in weekly common planning sessions.	Johnson, Sarita	11/30/2015	Progress monitoring data, MTSS tier tracking forms, MTSS meeting requests, meeting minutes, classroom walkthrough trend emails, classroom observation data, common assessment data	6/8/2016 one-time
G1.MA1	The leadership team will disaggregate and analyze iObservation data and formal formative assessment data, and remediation assessment data to determine student growth as a result of standards based instruction.	Goodman, Felecia	8/24/2015	Administration agenda, meeting minutes, iObservation data, and student achievement data	6/8/2016 biweekly
G1.B3.S1.MA1	The leadership team will attend common planning, review lesson plans, analyze iObservation data and student common assessment data to identify trends, and measure student achievement as a result of professional development related to standards-based instruction and the FCIM process.	Goodman, Felecia	8/24/2015	Lesson plans that reflect an increased understanding of highly-effective standards-based instruction, classroom observation data, formal formative assessment data that demonstrate student growth in mastery of the Florida Standards, remediation assessment data that reflects an increase in student performance, posted data on school collaboration website that reflects an increase in student performance, meeting minutes, meeting agendas	6/8/2016 monthly
G1.B3.S1.MA1	The administration team will conduct daily classroom walkthroughs during the reading and/or math blocks.	Goodman, Felecia	8/24/2015	Classroom walk-through trend emails, classroom observation data, revised unit plans, formal formative assessment data	6/8/2016 daily
G1.B3.S1.MA2	The leadership team will conduct weekly collaborative classroom observations during the reading and math blocks that lead to specific, actionable feedback related to high-yield instructional strategies.	Goodman, Felecia	8/24/2015	Classroom observation data, revised unit plans, formal formative assessment data	6/8/2016 weekly
G1.B3.S1.MA3	The administration team will facilitate weekly data meetings focused on using disaggregated data to determine instructional decisions.	Goodman, Felecia	9/1/2015	Completed data worksheets, identified student groups based upon formal formative assessment data, unit plans, revised unit plans, agendas, sign-in sheets, formal formative assessment data, remediation assessment data, classroom observation data	5/31/2016 weekly
G1.B3.S1.MA4	The leadership team will review and provide feedback for posted unit plans to ensure that rigorous units of	Johnson, Sarita	8/24/2015	Unit plans, revised unit plans, classroom walkthrough trend emails, classroom observation data, formal	6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instruction that contain strategic differentiation and planned high-yield instructional strategies related to the identified standards have been developed.			formative assessment data, remediation assessment data	
G2.MA1	The leadership team will disaggregate and analyze iObservation data, progress monitoring data, and formal formative assessment data to ensure the MTSS process is positively impacting student achievement.	Goodman, Felecia	8/24/2015	Agenda, meeting minutes, iObservation data, and student achievement data	6/8/2016 monthly
G2.B3.S1.MA1	The leadership team will analyze iObservation and student data to determine if student achievement is increasing due to effective implementation of differentiated instruction through MTSS.	Goodman, Felecia	8/24/2015	iObservation data, formal formative assessment data, progress monitoring data demonstrating increased student performance, meeting minutes, fluid intervention groupings	6/8/2016 monthly
G2.B3.S1.MA1	The MTSS Coach and administration will review progress monitoring data.	Goodman, Felecia	9/14/2015	Revised progress monitoring calendars, strategic student groups based upon progress monitoring data, progress monitoring data, formal formative assessment data	6/8/2016 biweekly
G2.B3.S1.MA3	The administration will conduct weekly classroom walk-throughs and/or classroom observations during the intervention block. Specific, actionable feedback will be provided to ensure that intensive intervention instruction is taking place during the dedicated intervention time.	Goodman, Felecia	9/14/2015	Strategic student groups based upon diagnostic testing and ongoing progress monitoring, fluid student groups, MTSS tier tracking forms, classroom walk-through trend emails, classroom observation data, progress monitoring data, formal formative assessment data	6/8/2016 weekly
G2.B3.S1.MA4	The MTSS Coach and MTSS Team will conduct monthly MTSS meetings based upon early warning indicators, teacher request, parent request, and administrative request.	Webb-Smith, Latanya	9/14/2015	MTSS meeting request forms, meeting minutes, progress monitoring data, fluid student groupings based upon progress monitoring data, MTSS tier tracking forms	6/8/2016 monthly

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. Increase the effectiveness of rigorous standards-based instruction through the implementation of research-based strategies and systematic common planning. (Division Priority #1: Accelerate Student Performance; Division Priority # 2 Invest in Human Capital)

G1.B3 The school lacks an intensive implementation of the Florida Continuous Improvement Model (FCIM) and its processes.

G1.B3.S1 The school will develop and implement an intensive professional development plan on the FCIM process.

PD Opportunity 1

The administration will provide an overview of the FCIM process to grade level teams during the first data meeting session of the 2015-16 school year.

Facilitator

Felecia Goodman, Stephanie Wyka

Participants

Grade Level Teams, School Leadership Team

Schedule

On 9/1/2015

PD Opportunity 2

The administration will provide training on the data-disaggregation process for determining instructional trends. This will be conducted during a school-wide professional development afternoon, using individual classroom teacher results from grade level common assessments.

Facilitator

Felecia Goodman, Stephanie Wyka

Participants

instructional personnel, School Leadership Team

Schedule

On 9/23/2015

PD Opportunity 3

The administration will provide job embedded professional development on using disaggregated data to determine instructional trends, identify root causes of performance deficits, and developing remediation instructional plans through collaborative conversations of grade level teams, during data meeting sessions.

Facilitator

Felecia Goodman, Stephanie Wyka

Participants

Grade Level Teams, School Leadership Team

Schedule

Weekly, from 9/29/2015 to 5/31/2016

PD Opportunity 4

The administration will provide job embedded professional development to teacher teams on the process of reflecting on instruction for determining patterns of strengths and weaknesses during a grade level data meeting, using remediation assessment data and a provided reflection tool.

Facilitator

Felecia Goodman, Stephanie Wyka

Participants

Grade Level Teams, Leadership Team

Schedule

On 10/20/2015

G2. Increase student achievement by implementing the Multi-Tiered Systems of Support (MTSS) process through diagnostic testing, strategic interventions, and frequent progress monitoring. (Division Priority #1: Accelerate Student Performance; Division Priority # 2 Invest in Human Capital)

G2.B3 Teachers lack a deep understanding of the MTSS process and the importance of its role in the general education process.

G2.B3.S1 A strategic MTSS plan that includes intensive professional development, ongoing coaching supports, and purposeful monitoring will be implemented.

PD Opportunity 1

The MTSS coach will conduct an overview of the MTSS process as a school-wide professional development.

Facilitator

Latanya Webb-Smith

Participants

instructional personnel, School Leadership Team

Schedule

On 8/18/2015

PD Opportunity 2

The MTSS coach will conduct professional development on identified intervention resources for grade level teams and teachers.

Facilitator

Latanya Webb-Smith

Participants

Instructional personnel, School Leadership Team

Schedule

Monthly, from 9/1/2015 to 11/30/2015

PD Opportunity 3

The MTSS coach will conduct professional development on the connection between progress monitoring and district MTSS forms.

Facilitator

Latanya Webb-Smith

Participants

Grade Level Teams, Leadership Team

Schedule

On 9/22/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B3.S1.A1	The administration will provide an overview of the FCIM process to grade level teams during the first data meeting session of the 2015-16 school year.	$0.00
2	G1.B3.S1.A2	The administration will provide training on the data-disaggregation process for determining instructional trends. This will be conducted during a school-wide professional development afternoon, using individual classroom teacher results from grade level common assessments.	$0.00
3	G1.B3.S1.A3	The administration will provide job embedded professional development on using disaggregated data to determine instructional trends, identify root causes of performance deficits, and developing remediation instructional plans through collaborative conversations of grade level teams, during data meeting sessions.	$3,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	140-Substitute Teachers	5841 - Eccleston Elementary	Title I Part A		$3,000.00
			Notes: Substitute teachers for training throughout the year			

4	G1.B3.S1.A4	The administration will provide job embedded professional development to teacher teams on the process of reflecting on instruction for determining patterns of strengths and weaknesses during a grade level data meeting, using remediation assessment data and a provided reflection tool.	$0.00
5	G1.B3.S1.A5	The instructional coach and content area coaches will provide coaching cycles at the grade levels to support the learned disaggregation strategies from professional development.	$0.00
6	G1.B3.S1.A6	The administration will provide coaching cycles at the grade level to support and facilitate the data driven conversations during weekly data meetings through the use of scaffolds (data worksheets related to standards planned to be discussed) and prepared questions based on the data from common assessments.	$0.00
7	G1.B3.S1.A7	The instructional coach and content area coaches will provide coaching cycles at the grade level to support the implementation of learned FCIM strategies during the common planning process to develop rigorous units of instruction that reach the full intent of the standards and embed high yield instructional strategies.	$0.00
8	G1.B3.S1.A8	The instructional coach and content area coaches will provide coaching cycles for identified teachers in need to support the implementation of learned FCIM strategies during the common planning process to develop rigorous units of instruction that reach the full intent of the standards and embed high yield instructional strategies.	$0.00

Budget Data

9	G1.B3.S1.A9	Grade level teams will implement the FCIM process to develop rigorous units of instruction that reach the full intent of the standards and embed high yield instructional strategies.	$0.00
10	G2.B3.S1.A1	The MTSS coach will conduct an overview of the MTSS process as a school-wide professional development.	$0.00
11	G2.B3.S1.A2	The leadership team will develop a list of Early Warning indicators for a reading deficiency. Early Warning indicators will be monitored at weekly data meetings.	$0.00
12	G2.B3.S1.A3	Classroom teachers will implement and complete reading diagnostic testing school-wide.	$0.00
13	G2.B3.S1.A4	Classroom teachers and the leadership team will strategically group students by identified reading deficits per diagnostic assessments. Strategic groups will be fluid and adjusted based upon progress monitoring data.	$0.00
14	G2.B3.S1.A5	The MTSS coach will conduct professional development on identified intervention resources for grade level teams and teachers.	$20,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	500-Materials and Supplies	5841 - Eccleston Elementary	Title I Part A		$20,000.00
				Notes: Purchase of iReady Reading and Math for the 15-16 school year		

15	G2.B3.S1.A6	The MTSS Coach will develop and monitor the implementation of a calendar of progress monitoring dates, based upon assigned research-based intervention.	$0.00
16	G2.B3.S1.A7	The MTSS coach will conduct professional development on the connection between progress monitoring and district MTSS forms.	$1,500.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	140-Substitute Teachers	5841 - Eccleston Elementary	Title I Part A		$1,500.00

17	G2.B3.S1.A8	School-based instructional coaches will provide coaching cycles at the grade and teacher levels to support the implementation of strategic MTSS processes and interventions, support the facilitation of progress monitoring practices, and support the use of data to drive instruction.	$0.00
18	G2.B3.S1.A9	Teacher teams will develop strategic MTSS processes and interventions at the grade and teacher levels, utilize consistent progress monitoring practices, and use data from MTSS processes in weekly common planning sessions.	$0.00
		Total:	$24,500.00