

Seminole County Public Schools

Eastbrook Elementary School



2015-16 School Improvement Plan

Eastbrook Elementary School

5525 TANGERINE AVE, Winter Park, FL 32792

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0531>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	52%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	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 Seminole 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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Eastbrook Elementary School is to ensure that all Pre-K-Grade 5 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Provide the school's vision statement

Our school environment is one in which all learners grow and succeed. We value and celebrate diversity. We support our learners because they are capable, and we believe in them. Our teaching practices are both reflective of and responsive to the needs of our students. Families are recognized as instrumental partners in the learning process. We embrace communication between staff and the community as we work to create the best learning opportunities for all children.

School Environment

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

Eastbrook Elementary School recognizes the importance of building relationships on a daily basis, as well as realizing and appreciating cultural differences. This expectation is conveyed to the teachers and monitored in accordance with the SCPS Instructional Model.

Eastbrook Elementary School also welcomes parents to many events (academic and community building) in order to promote positive relationships in the community. All teachers are required to have hold a parent/teacher conference within the first trimester of the school year.

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

The school will encourage positive relationships between students and staff. Each student is provided with a clear understanding of the school's academic and behavioral expectations. We ensure students have access to needed counseling or mental health supports. The MTSS team will be engaged in helping teachers better recognize students in need, assessing at-risk students and providing appropriate interventions and referrals, reinforcing students' positive behavior and good decision-making, and evaluating the effectiveness of ongoing safety efforts.

The school will provide an effective school safety program, such as bullying prevention and positive discipline through the PBS (Positive Behavior Support) team. The school and social worker will identify potential areas of risk and generate referrals to appropriate resources. The school safety and crisis procedures will be practiced on a continuous basis to ensure every person is aware all safety procedures. We will involve all non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and will provide information on reporting violations to appropriate personnel.

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

Eastbrook Elementary School will provide reinforcement of school wide procedures throughout the year using Positive Behavior Support, videos, assemblies and whole class modeling and practice to ensure students are aware of behavior expectations. Discipline data will be monitored to ensure fair and equitable behavioral expectations and consequences for all students. A school wide recognition system will be used to reward students who are demonstrating engagement during instruction and good behavior. Differentiation of instruction will take place to meet the needs of all students. Teachers will convey and review expectations for each learning activity. Class meetings will occur on a frequent basis to include student feedback. The Multi-tiered System of Support team will be engaged in helping teachers better recognize students in need, assessing at-risk students and providing appropriate interventions and referrals, reinforcing students' positive behavior and good decision-making, and evaluating the effectiveness of ongoing safety efforts. Teachers will participate in ongoing Professional Development in classroom management and engagement strategies.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The MTSS team will meet weekly to discuss students with barriers to academic and social success. Mentors and Dividend volunteers will be assigned to students or classrooms with academic and social needs through our "Eagle Buddies" program. MTSS team will incorporate a Check-in/Check-out method to assist with students in need of positive adult interactions and positive feedback throughout the school day. Students will be connected to agencies that have Cooperative Agreements or are on campus. Instruction and various campus activities that address social/emotional needs of students will be provided. We will develop and implement a comprehensive school counseling program. The MTSS team will provide a differentiated delivery of services based on student/school need. This will include classroom guidance, workshops, assemblies, solution-focused small group counseling and intensive supports (individual counseling and referral to community resources) as needed.

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

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, and retention).

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	8	2	2	1	4	2	19
One or more suspensions	0	0	1	0	0	1	2
Course failure in ELA or Math	0	8	9	1	2	5	25
Level 1 on statewide assessment	0	0	0	0	6	15	21

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

Indicator	Grade Level	Total
	5	
Students exhibiting two or more indicators	4	4

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

To identify at-risk students in compliance with 1001.42, F.S., schools utilize an early warning identification report. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student’s early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

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?

No

PIP Link

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

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff. Eastbrook Elementary will strive to increase parent involvement through the following activities:

Skyward participation
 Dividend Volunteers
 Curriculum Night Events
 Florida Standards Night
 Parent Conferences

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

Teachers and administrators are continually involved in local events and often invited to participate in their community’s celebrations. Administrators and teachers reach out to local businesses for participation in the school’s business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

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
Carver, Ricky	Principal
Beckman, Kathleen	Guidance Counselor
Mays, Cornelius	Teacher, K-12
Zeiger, Janice	Assistant Principal
Calegan, Kristy	Instructional Coach

Duties

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

The school leadership team meets on a monthly basis to review data as it relates to the academic achievement, safety, and culture of the school. Administration seeks input from each member regarding areas of concern and a collaborative approach is used to develop action plans for these areas.

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

Eastbrook Elementary School will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Rick Carver	Principal
Sam Vrochopoulos	Parent
Michele DiGrazio	Parent
Lisa Langston	Teacher
Christina Wimberly	Teacher
Christopher Schmidt	Parent
Donald Swift	Parent
Cornelius Mays	Teacher
Cristina Parson	Parent
Jami Hendrick Von Schmidt	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

Eastbrook Elementary School evaluation of the 2014-2015 School Improvement Plan indicates significant success, as evidenced by teacher evaluation data and climate survey results. It is the opinion of the School Advisory Council as well as the leadership team that we continue to focus on the goals identified in 2014-2015, with some slight modifications.

Development of this school improvement plan

SAC provides input and feedback to identify areas in need of school improvement for the 2015-16 school year. SAC will be involved in reviewing the school's local and state assessment data to make informed decisions regarding goal setting and the professional development focus for the upcoming year.

Preparation of the school's annual budget and plan

The SAC will divide their budget between professional development, materials and supplies, and substitutes for professional development.

The total budget for the 2015-16 school year is \$4,960.00

Substitutes-\$2,480.00

Substitutes will be provide to enhance collaboration between teacher (extended planning) and so that teachers may attend professional development opportunities related to the school's professional development plan.

Professional Development-\$1,488.00

Professional development funds will assist teachers in attending trainings related to the school improvement plan and professional development plan.

Materials and Supplies-\$496.00

Materials and supplies will be purchased for parent and teacher trainings.

Funds Set Aside for Unknown Contingencies-\$496.00

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

The SAC will divide their budget between professional development, materials and supplies, and substitutes for professional development.

The total budget for the 2014-2015 school year was \$4730.00

Substitutes-\$1892.00

Substitutes were provided to enhance collaboration between teacher (extended planning) and so that teachers could attend professional development opportunities related to the school's professional development plan.

Professional Development-\$1419.00

Professional development funds were used to assist teachers in attending trainings related to the school improvement plan and professional development plan.

Materials and Supplies-\$1419.00

Materials and supplies were purchased for parent and teacher trainings.

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
Carver, Ricky	Principal
Calegan, Kristy	Instructional Coach
Zeiger, Janice	Assistant Principal
Lawrence, Jennifer	Teacher, K-12
	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will be to continue to develop teachers' understanding of how to use assessment data to make informed decisions regarding instruction, as well as how to utilize the Seminole County Instructional ELA Framework. The LLT will also support teachers as they increase the level of rigor in their classrooms, as well as informational texts. Literacy will be promoted in a variety of ways, including but not limited to the following: Sunshine State Readers initiative, Accelerated Reader in grades 2 through 5, family literacy nights, support of high-quality classroom libraries, engaging read aloud experiences, and time for students to read each day. We also are planning for a school-wide "Get Caught Reading" campaign that includes both children and adults. Eastbrook faculty members understand the importance of putting reading in a positive light, especially when working with reluctant readers. Modeling a love for reading is essential.

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

Eastbrook Elementary School promotes positive collaboration between teachers and staff by providing instructional staff with common planning time each week. The administration also provides substitute teachers so that instructional staff can have the opportunity to learn from each other through peer observations. The administration strives to build leaders on campus, and those teacher leaders share strategies at faculty meetings and other events. Input from teachers and staff is encouraged and valued through committee meetings and an open door policy.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

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 core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in

comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

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

The school uses SRI, FCAT, FSA, DRA, and 95% group data in order to differentiate the instruction to meet the needs of all learners. Eastbrook Elementary students participate in an intervention block of 30 minutes on a daily basis where student are grouped homogeneously in order to review, remediate, or enrich skills. Students in need of remediation are also involved in the MTSS process. During our 30 minute intervention block, some students have the opportunity to attend Spanish enrichment classes, as well as violin.

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

Strategy: After School Program

Minutes added to school year: 2,760

Third, fourth, and fifth grade students that are identified as in need of extra support participate in after school tutoring programs to assist in mastering reading and math skills essential for success. Students are grouped based on data and provided with multiple opportunities to improve their skills using a rotational model within that classroom. Small group instruction is provided by the classroom teacher as well as intensive support through SuccessMaker.

Strategy Rationale

This strategy provides students the opportunity to receive additional intensive instruction in their area of need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Zeiger, Janice, janice_zeiger@scps.k12.fl.us

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

Previous state scores and other assessment data is used to recommend students for this after school learning opportunity. The students will be progress monitored using trimester exams data, as well as the Scholastic Reading Inventory (monthly).

Strategy: Before School Program

Minutes added to school year: 2,000

Eastbrook Elementary School students have the opportunity to participate in violin in order to explore their musical talents, learn teamwork, and perform at community events. Research suggests that students who are involved in extra curricular activities have better attendance records and higher achievement in academics.

Strategy Rationale

Research suggests that students who are involved in extra curricular activities have better attendance records and higher achievement in academics.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Zeiger, Janice, janice_zeiger@scps.k12.fl.us

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

To determine the effectiveness of this program, data is collected regarding participants' grades and attendance.

Strategy: Extended School Day

Minutes added to school year: 2,400

Eastbrook Elementary School students have the opportunity to participate in chorus in order to explore their musical talents, learn teamwork, and perform at community events. Research suggests that students who are involved in extra curricular activities have better attendance records and higher achievement in academics.

Strategy Rationale

Research suggests that students who are involved in extra curricular activities have better attendance records and higher achievement in academics.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Zeiger, Janice, janice_zeiger@scps.k12.fl.us

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

To determine the effectiveness of this program, data is collected regarding participants' grades and attendance.

Strategy: Extended School Day

Minutes added to school year: 1,200

Eastbrook students have the opportunity to participate in Art Club in order to explore their creative interests, as well as learn about different periods and styles, as well as different mediums used for art. Research suggests that students who are involved in extra curricular activities have better attendance records and higher achievement in academics.

Strategy Rationale

Research suggests that students who are involved in extra curricular activities have better attendance records and higher achievement in academics.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Zeiger, Janice, janice_zeiger@scps.k12.fl.us

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

To determine the effectiveness of this program, data is collected regarding participants' grades and attendance.

Strategy: Extended School Day

Minutes added to school year: 1,200

Fifth grade students have the opportunity to participate in the Robotics Club once a week in the afternoons. This club engages students' interest in science and engineering through invention and discovery. Eastbrook Elementary strongly encourages involvement in enrichment activities. Research suggests that students who are involved in extra curricular activities have better attendance records and higher achievement in academics.

Strategy Rationale

Research suggests that students who are involved in extra curricular activities have better attendance records and higher achievement in academics.

Strategy Purpose(s)

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Person(s) responsible for monitoring implementation of the strategy

Zeiger, Janice, janice_zeiger@scps.k12.fl.us

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

To determine the effectiveness of this program, data is collected through Science FCAT trends, as well as other assessment data.

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

Eastbrook Elementary currently has two Pre-K units on-site (VPK and ESE VEPK). The Pre-K teachers work closely with our Kindergarten teachers to ensure students are learning the proper skills and behaviors to promote a smooth transition. Pre-K parents also participate in all Eastbrook Elementary school functions, as they are a part of our school community.

Eastbrook Elementary School also promotes our Kindergarten by sending information to area preschools and daycare facilities inviting prospective students to a Kindergarten information night. During this evening parents can learn what is needed to register their student, as well as meet administration, teachers, and staff. Parents are given the opportunity to ask questions about school curriculum, expectations, and policies. Eastbrook Elementary administration, faculty, and staff promote positive relationships with our students and families.

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

Eastbrook Elementary participates in an annual "Teach In" event through Seminole County Schools. We also welcome volunteers from Junior Achievement of Orlando who present "JA in a Day" to various classes.

JA in a Day is a unique initiative that allows volunteers to teach all of the lessons of Junior Achievement's six elementary school programs in an intensive and effective one-day effort. During the course of JA in a Day, students will learn about various aspects of financial literacy, work readiness, and entrepreneurship

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:

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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.** Eastbrook Elementary teachers will implement effective math instruction aligned to the Florida Standards with increased levels of rigor and active engagement.
- G2.** Eastbrook Elementary teachers will implement effective ELA instruction aligned to the Florida Standards with increased levels of rigor and active engagement.
- G3.** Eastbrook Elementary teachers will implement effective writing instruction aligned to the Florida Standards with an increased focus on textual evidence.

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. Eastbrook Elementary teachers will implement effective math instruction aligned to the Florida Standards with increased levels of rigor and active engagement. 1a

G074455

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	70.0

Resources Available to Support the Goal 2

- Math series (for remediation and enrichment) and other district-approved support materials
- Job-embedded opportunities for high-quality professional development on research-based instructional strategies
- Extended block of time to collaborate with grade level team (with subs provided)
- Support from district personnel, administrators, and two math "Teacher Leaders" (in lieu of a math coach)

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of strategies to increase engagement levels and cooperative learning in math.

Plan to Monitor Progress Toward G1. 8

Administrative and leadership team will monitor the effectiveness of the PLCs with district support through walk-through data and observation, as well as assessment data.

Person Responsible

Janice Zeiger

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Assessment data, as well as walk through data will serve as evidence.

G2. Eastbrook Elementary teachers will implement effective ELA instruction aligned to the Florida Standards with increased levels of rigor and active engagement. 1a

G074456

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0

Resources Available to Support the Goal 2

- Training by district-level ELA support personnel and support from administration on-site (ongoing)
- Professional development opportunities that require unpacking standards and development of learning goals/scales
- Extended block of time to collaborate with grade level team (with subs provided)

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of the level of rigor required by standards and levels of complexity.

Plan to Monitor Progress Toward G2. 8

Administration and leadership team members will analyze data of student performance through various assessments and teacher performance through focused classroom visits based on the Marzano model.

Person Responsible

Janice Zeiger

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

student progress data and iObservation data

G3. Eastbrook Elementary teachers will implement effective writing instruction aligned to the Florida Standards with an increased focus on textual evidence. 1a

G074457

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0

Resources Available to Support the Goal 2

- Reading Coach and District Support Personnel
- Subs to allow for extended blocks of time with PLC
- District approved resources and eCampus content

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge regarding standards and the level of rigor required

Plan to Monitor Progress Toward G3. 8

Administration and leadership team members will analyze data of student performance through various assessments and teacher performance through focused classroom visits based on the Marzano model.

Person Responsible

Janice Zeiger

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion


Meeting Logs, student data folders, student data wall, and iobservation 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** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Eastbrook Elementary teachers will implement effective math instruction aligned to the Florida Standards with increased levels of rigor and active engagement. **1**

 G074455

G1.B2 Limited knowledge of strategies to increase engagement levels and cooperative learning in math. **2**

 B194408

G1.B2.S1 Provide on-site district level support with a focus on increasing rigor and engagement **4**

 S205945

Strategy Rationale

This will allow teachers the time to gain skills for immediate implementation in the classroom.

Action Step 1 **5**

District support will provide modeled lessons as needed, as well as assist our teachers in planning and reflection.

Person Responsible

Janice Zeiger

Schedule

Monthly, from 9/16/2014 to 2/16/2015

Evidence of Completion

Evidence will be monitored through classroom observation and student data.

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

Leadership Team will monitor evidence through classroom walk-through information gathered in iobservation

Person Responsible

Janice Zeiger

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

iobservation data

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

Leadership and grade levels will monitor unit tests and other assessment data to determine effectiveness.

Person Responsible

Janice Zeiger

Schedule

Monthly, from 9/28/2015 to 9/28/2015

Evidence of Completion

assessment data, work samples, iObservation data

G2. Eastbrook Elementary teachers will implement effective ELA instruction aligned to the Florida Standards with increased levels of rigor and active engagement. 1

G074456

G2.B2 Lack of understanding of the level of rigor required by standards and levels of complexity. 2

B194412

G2.B2.S1 Teams collaboration and extended planning to develop an understanding of standards-based, rigorous instruction 4

S205947

Strategy Rationale

This will provide teachers with the time needed to effectively adjust instruction.

Action Step 1 5

PLCs/Extended PLCs for ELA Collaboration

Person Responsible

Janice Zeiger

Schedule

Weekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

PLC notes

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

Teachers will meet with the reading coach and administration for PLCs

Person Responsible

Janice Zeiger

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Sign in sheets and agendas

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

Assessment data will be collected, as well as evidence of teacher growth

Person Responsible

Janice Zeiger

Schedule

Monthly, from 9/28/2015 to 5/27/2016


Evidence of Completion

data of student progress as evidenced on data chart/spreadsheets

G3. Eastbrook Elementary teachers will implement effective writing instruction aligned to the Florida Standards with an increased focus on textual evidence. 1

 G074457

G3.B1 Lack of knowledge regarding standards and the level of rigor required 2

 B194414

G3.B1.S1 Training from district level staff as well as PLCs. Having vertical articulation meeting between grade levels to explore standards and expectations. 4

 S205948

Strategy Rationale

These extended PLCs and vertical articulations will allow teachers the time to "dig deep" with standards.

Action Step 1 5

Various professional development opportunities on increasing rigor and engagement

Person Responsible

Janice Zeiger

Schedule

Monthly, from 10/2/2014 to 5/4/2015

Evidence of Completion

Sign in sheets and collaboration plans.

Action Step 2 5

Extended PLCs for extended time exploring the standards

Person Responsible

Janice Zeiger

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Meeting agendas and other related documentation from work sessions

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

PLC Logs and Collaboration Action Plans will be collected from participants

Person Responsible

Janice Zeiger

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

PLC Logs and Collaboration Action Plans

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

Administration and Leadership team will analyze data of student and teacher performance through DE assessments and the Marzano evaluation through focused walk-throughs.

Person Responsible

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Walthroughs evidence will be present in iboservation. Teachers and administration will keep data notebooks. A lower quartile data wall and folders with specific data information will be kept in the conference room to analyze frequently.

Appendix 1: Implementation Timeline

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

Seminole - 0531 - Eastbrook Elementary School - 2015-16 SIP
Eastbrook Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	District support will provide modeled lessons as needed, as well as assist our teachers in planning and reflection.	Zeiger, Janice	9/16/2014	Evidence will be monitored through classroom observation and student data.	2/16/2015 monthly
G2.B2.S1.A1	PLCs/Extended PLCs for ELA Collaboration	Zeiger, Janice	9/28/2015	PLC notes	5/27/2016 weekly
G3.B1.S1.A1	Various professional development opportunities on increasing rigor and engagement	Zeiger, Janice	10/2/2014	Sign in sheets and collaboration plans.	5/4/2015 monthly
G3.B1.S1.A2	Extended PLCs for extended time exploring the standards	Zeiger, Janice	9/28/2015	Meeting agendas and other related documentation from work sessions	5/27/2016 monthly
G1.MA1	Administrative and leadership team will monitor the effectiveness of the PLCs with district support through walk-through data and observation, as well as assessment data.	Zeiger, Janice	9/28/2015	Assessment data, as well as walk through data will serve as evidence.	5/27/2016 monthly
G1.B2.S1.MA1	Leadership and grade levels will monitor unit tests and other assessment data to determine effectiveness.	Zeiger, Janice	9/28/2015	assessment data, work samples, iObservation data	9/28/2015 monthly
G1.B2.S1.MA1	Leadership Team will monitor evidence through classroom walk-through information gathered in iobservation	Zeiger, Janice	9/28/2015	iobservation data	5/27/2016 monthly
G2.MA1	Administration and leadership team members will analyze data of student performance through various assessments and teacher performance through focused classroom visits based on the Marzano model.	Zeiger, Janice	9/28/2015	student progress data and iObservation data	5/27/2016 monthly
G2.B2.S1.MA1	Assessment data will be collected, as well as evidence of teacher growth	Zeiger, Janice	9/28/2015	data of student progress as evidenced on data chart/spreadsheets	5/27/2016 monthly
G2.B2.S1.MA1	Teachers will meet with the reading coach and administration for PLCs	Zeiger, Janice	9/28/2015	Sign in sheets and agendas	5/27/2016 monthly
G3.MA1	Administration and leadership team members will analyze data of student performance through various assessments and teacher performance through focused classroom visits based on the Marzano model.	Zeiger, Janice	9/28/2015	Meeting Logs, student data folders, student data wall, and iobservation data	5/27/2016 monthly
G3.B1.S1.MA1	Administration and Leadership team will analyze data of student and teacher performance through DE assessments and the Marzano evaluation through focused walk-throughs.		9/28/2015	Walthroughs evidence will be present in iobservation. Teachers and administration will keep data notebooks. A lower quartile data wall and folders with specific data information will be kept in the conference room to analyze frequently.	5/27/2016 monthly
G3.B1.S1.MA1	PLC Logs and Collaboration Action Plans will be collected from participants	Zeiger, Janice	9/28/2015	PLC Logs and Collaboration Action Plans	5/27/2016 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. Eastbrook Elementary teachers will implement effective math instruction aligned to the Florida Standards with increased levels of rigor and active engagement.

G1.B2 Limited knowledge of strategies to increase engagement levels and cooperative learning in math.

G1.B2.S1 Provide on-site district level support with a focus on increasing rigor and engagement

PD Opportunity 1

District support will provide modeled lessons as needed, as well as assist our teachers in planning and reflection.

Facilitator

Janice Zeiger

Participants

All grade levels

Schedule

Monthly, from 9/16/2014 to 2/16/2015

G2. Eastbrook Elementary teachers will implement effective ELA instruction aligned to the Florida Standards with increased levels of rigor and active engagement.

G2.B2 Lack of understanding of the level of rigor required by standards and levels of complexity.

G2.B2.S1 Teams collaboration and extended planning to develop an understanding of standards-based, rigorous instruction

PD Opportunity 1

PLCs/Extended PLCs for ELA Collaboration

Facilitator

Janice Zeiger

Participants

All grade levels

Schedule

Weekly, from 9/28/2015 to 5/27/2016

G3. Eastbrook Elementary teachers will implement effective writing instruction aligned to the Florida Standards with an increased focus on textual evidence.

G3.B1 Lack of knowledge regarding standards and the level of rigor required

G3.B1.S1 Training from district level staff as well as PLCS. Having vertical articulation meeting between grade levels to explore standards and expectations.

PD Opportunity 1

Various professional development opportunities on increasing rigor and engagement

Facilitator

Janice Zeiger

Participants

Staff, depending upon availability and interest

Schedule

Monthly, from 10/2/2014 to 5/4/2015

PD Opportunity 2

Extended PLCs for extended time exploring the standards

Facilitator

Janice Zeiger

Participants

3-5 grade teachers

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Budget						
Budget Data						
1	G1.B2.S1.A1	District support will provide modeled lessons as needed, as well as assist our teachers in planning and reflection.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0531 - Eastbrook Elementary School	Other		\$1,000.00
Notes: PD Funds						

Budget Data						
2	G2.B2.S1.A1	PLCs/Extended PLCs for ELA Collaboration				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0531 - Eastbrook Elementary School	Other		\$1,000.00
3	G3.B1.S1.A1	Various professional development opportunities on increasing rigor and engagement				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$1,500.00
			<i>Notes: PD Funds</i>			
4	G3.B1.S1.A2	Extended PLCs for extended time exploring the standards				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0531 - Eastbrook Elementary School	Other		\$1,500.00
			<i>Notes: PD Funds</i>			
					Total:	\$5,000.00