Polk County Public Schools

Eagle Lake Elementary School

2016-17 Schoolwide Improvement Plan

Eagle Lake Elementary School

400 CRYSTAL BEACH RD, Eagle Lake, FL 33839

http://schools.polk-fl.net/eaglelake

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	D*	D	D

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 Polk 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Eagle Lake Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We, at Eagle Lake Elementary, supported by family and community, are committed to teaching a meaningful curriculum in a safe, positive learning environment, where students will be respectful, productive and responsible citizens.

b. Provide the school's vision statement.

The vision of Eagle Lake Elementary School is to become a healthy community of learners that develops high performing students with an emphasis on collaboration involving families, staff members, and school community.

2. School Environment

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

At Eagle Lake Elementary, we strive to build relationships with students and learn about cultures which is critical to the student's academic achievement. At the beginning of the year, teachers build relationships with students by setting clear expectations, modeling positive attitudes, and leading by example. Classroom rules are enforced in a positive manner. Teachers can get to know their students by building rapport with students about non-academic topics, getting to know each child in order to individualize instruction to meet the needs of the student, and being mindful of the words they speak to the students.

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

Staff members are strategically placed around the school for morning, lunch and afternoon duty to ensure students are behaving in a safe and orderly manner. Each classroom teacher posts school-wide rules and sets expectations for their students. In addition to the district provided bullying lessons, teachers train students on how to fill out a slip to report when they feel they are being bullied. The bully box is located in the front office. The guidance counselor monitors the box and meets with students involved in the situation to complete an initial assessment to determine if a bullying incident has actually taken place. If the counselor feels bullying has actually taken place, the guidance counselor will refer the situation to administration. The administration will follow protocol to disintegrate the situation.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Eagle Lake Elementary is a Positive Behavior Support (PBS) school and utilizes the CHAMPS model throughout the school. Eagle Lake Elementary rewards its students for making good choices and for following school wide expectations by giving them "Eagle Bucks". The Eagle Bucks are given out randomly by any staff member who sees the student following the expectations. They should never be taken away once they are earned. When giving a student an Eagle Buck, they should be told what they did to earn the Eagle Buck and what expectation the behavior fulfilled. The student should then

put their name on the Eagle Buck as they will be responsible for keeping track of their own Eagle Bucks. Each teacher should have a designated place for their students to keep their Eagle Bucks.

The PBS Team will schedule an activity every month. Special "social activities" will be scheduled intermittently and will require more Eagle Bucks to participate. The students can redeem their bucks as they choose. Students will be informed of upcoming activities in case they want to save up for a particular social activity rather than spend them.

The students have responded well to the "Eagle Bucks" and it is a system that is easily managed by the staff. Staff also have the opportunity to earn Eagle Bucks and will have items or activities with which to redeem them.

Guidelines for Eagle Bucks
• Never take away once given.
• Provide a place for your students to put their Eagle Bucks, for safe-keeping. (i.e. in front of their agenda,
sandwich bag, pencil pouch)
• Have your students put their name on all of their Eagle Bucks.
• If one of your students should lose an Eagle Buck(s):
-Nicely tell them that it is their responsibility to keep track of their Eagle Bucks. Remind them that their Eagle Bucks that they earn in the future should be placed in the decided upon designated area.

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

Eagle Lake ensures the social-emotional needs of students are being met by providing prevention, intervention, transition and follow-up services for students and families. Our counselor provides direct services for all children and youth, especially those who are experiencing problems that create barriers to learning. Direct services are provided by means such as education, counseling, consultation and individual assessment.

3. 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).

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

The Early Warning System track students in two criteria:
1. Absent 10% or more for the days enrolled. Individual students are listed and tracked in each grade level when they have meet the criteria. In addition, a total is listed of all students for the school.
2. Over-age students with 2 or more years for the grade level. Students are tracked in grades 3-5 who meet the criteria. In addition a total is listed for the school.
3. OSS/ISS tracking do determine if the same students are Attendance issues.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	10	10	6	6	12	0	0	0	0	0	0	0	55
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	4	2	0	1	0	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	29	54	31	0	0	0	0	0	0	0	114
Math Level 1 FSA	0	0	0	16	33	17	0	0	0	0	0	0	0	66
ELA Level 1 FSA	0	0	0	13	21	14	0	0	0	0	0	0	0	48

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	0	0	1	0	0	0	0	0	0	0	2

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

Positive behavioral interventions and supports are implemented to help students acquire appropriate behavior and skills rather than focusing solely on eliminating or reducing problem behaviors. This enables students to make progress towards goals and in the general education curriculum and function as independently as possible. Students are also sent to other classrooms in the same grade level to have time to decompress and are also, provided with small group academic interventions as needed.

B. Family and Community Engagement

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).

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

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

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/306333.

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

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

Eagle Lake has entered into a several business partnerships with our area businesses. Chick-Fil-A has been generous with providing incentives for students and food coupons to be used during our evening parent meetings. First Baptist Church, Walt Disney World and Wal-Mart provided our students with

school classroom supplies required to start the year. Also, RaceTrac of Eagle Lake has been very generous in supplying our teachers and students with coupons for free food and drinks.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Loutzenhiser, Connie	Principal
Bryant, Carolyn	Instructional Coach
Jimenez, Maria	School Counselor
Raub, Kathryn	Assistant Principal
Greenlee, Bobbie	Instructional Coach
Fellows, Dawn	Instructional Coach
Anderson, Cory	Other

b. Duties

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

The leadership team will meet weekly. The roles/functions will include the collection and analysis of data, contribute to and review/revise the School Improvement Plan, plan professional development opportunities, and share overall happenings from each member of the leadership team to improve Each member of the team will serve the staff in their designated area of assignments. For example, the administration and/or coaches will lead the staff during professional developments and/or PLCs. The coaches will work with the staff to plan standards-based lessons on a weekly basis. The Reading interventionist will work with students 70% of the day and the remaining portion can be attributed to Title one duties. The guidance counselor will lead teachers in implementing PBS behavior plan and working with teachers and staff to ensure Eagle Lake Elementary is a safe and secure environment.

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

Baseline data is gathered through September. FAIR 3-5 which is used for reading is processed through the Progress Monitoring and Reporting Network (PMRN). Third through Fifth Grade instructional data is gathered from the previous year's FCAT scores. Also, 3-5 will have data from the IMPROVE testing. K-2 Reading Wonders beginning/end of the year assessments will be used to progress monitor.

Math baseline data for K-2 will be established through the Go Math Series. Kindergarten will take the test a paper/pencil test, while 1st and 2nd will take the Think Central Benchmark tests. Grades 3-5 will take a Computer-based Test (CBT) provided by the district through IMPROVE. The tests will be given 2 times throughout the year for the purpose of progress monitoring.

Bi-monthly, during a Grade Level PLC meetings, the teachers will review the data collected for the week with the administration, recommendations will be made as needed to increase student achievement.

Classroom teachers will conduct Data Chats with students after each of the FAIR and Math CBT testing periods to help students develop strategies and goals to increase academic achievement.

Progress Monitoring Data is also gathered beginning, mid-year and the end of the year according to each grade level's Progress Monitoring Plan. Other assessment data is collected as needed for the classroom or student progress. This information may be obtained by RW Assessments, Quick Reads, Fluency checks, etc.

Diagnostic Monitoring Data is gathered through CBT provided by the county, and other ongoing assessments.

End of the Year data is gathered through FAIR and Math CBT.

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through after-school
programs or summer school. The district coordinates with Title II and Title III in ensuring staff development
needs are provided

Title I, Part C- Migrant
Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and
other programs to ensure student needs are met.

Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II
NA

Title III
Services are provided through the district for education materials and ELL district support services to improve
the education of immigrant and English Language Learners.

Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for
students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate
education.

Supplemental Academic Instruction (SAI)
NA

Violence Prevention Programs

NA

Nutrition Programs
Eagle Lake Elementary is participating in the Community Eligibility Option (CEO) pilot program during the 2014-2015 school year. This program provides free breakfasts and lunches without having to fill out a qualifying application for the free and reduced meal programs.

Housing Programs
NA

Head Start
Four units of Head Start are housed on campus and managed by Polk County Schools.

Adu lt Education
NA

Career and Technical Education
NA

Job Training
NA

Other
NA

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Connie Loutzenhiser	Principal
Yvonne Moore	Parent
Peggy Koran	Business/Community
Dick Loutzenhiser	Business/Community
Merida Acevedo	Parent
Stacy Harris	Parent
Marsha Boudreau	Business/Community
Kathy Raub	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC is involved with developing and implementing our school improvement plan. The council is advisory in nature and meets four times per year.The SIP was evaluated during a SAC meeting.

b. Development of this school improvement plan

A member of SAC is a member of the SIP committee and helps develop the goals and strategies.

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

The preparation of the school's annual budget was completed May 2016. The budget will be discussed at the first SAC meeting; Sept. 16, 2016.

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

There were no school improvement funds.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Bryant, Carolyn	Instructional Coach
Raub, Kathryn	Assistant Principal
Loutzenhiser, Connie	Principal
Fellows, Dawn	Teacher, K-12
Bell, Michelle	Instructional Media
Musick, Sarah	Teacher, K-12
Bowen, Tanya	Teacher, K-12
Moots, Leslie	Teacher, K-12
Friedlander, Cara	Teacher, K-12
Paquette, Leslie	Teacher, K-12
Lyles, Dorian	Teacher, K-12

b. Duties

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

The PURPOSE of the LLT Is to increase student achievement in literacy by including literacy-based activities across the curriculum by focusing on school-wide literacy though activities and events. The LLT will meet bi-monthly to communicate and gather input from grade levels as requested by the committee.

The COMPREHENSIVE LITERACY PLAN will include:
Implementation of the Florida Standards with fidelity
Reading Wonders implementation with fidelity
Implement 120 minutes reading block.
Implement additional 60 minute Reading block for Differentiated groups based on data
Active use of the Media Center to increase circulation
Identifying the strengths/weaknesses of the different Reading Strategies and/or Comprehension Skills
Model best Reading practices using Read Alouds

Implement Achieve 3000 with fidelity in 2nd-5th
Implement Smarty Ants with fidelity in K-1st

D. Public and Collaborative Teaching

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

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

Each week during Collaborative Planning the teachers will meet with the Administration/School-based Coaches for Reading, Math, Science and Writing. This planning will take place on Tuesdays. Administration/coaches will be available to aid in providing research-based strategies and resources.

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

1. Partnering new teachers with veteran staff
2. Welcome and encourage Level 2 and Level 3 Interns from local colleges and universities
3. Implement common planning times to build teams
4. Attend district Job Fairs.

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

1. Experienced teachers will be partnered with first year teachers. These teachers are in a unique position to mentor First Year teachers because they are successful, experienced teachers who can share specific information about the curriculum, teaching strategies, and routines for the particular grade level. Activities will include: reviewing Curriculum Maps and teaching strategies, an Introduction to Pinnacle, the online grade records book used in Polk County, and discussions of classroom management.

2. The Leadership Team will be partnered with teachers who are new to Eagle Lake Elementary. The Leadership Team consists of experienced teachers; as well as the administration and other specialized teachers (guidance, Library Media Specialist, coaches, etc.). This group of individuals will be able to help these experienced teachers be successful in this school. Activities will include: an introduction to the various resources available and sharing insights into the Eagle Lake Elementary community, the students, parents, community leaders, and other supporters of the school.

3. The Leadership Team will also be partnered with struggling teachers. Lead by the administration, the Leadership Team will be able to share a variety of experiences and provide guidance for teachers who are struggling to have their students achieve in their classrooms. Activities will include: reviewing the Curriculum Maps and successful teaching strategies, observations and reflections to help the teacher be successful in the classroom, and modeling lessons, use of technology, classroom management, etc.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Each classroom teacher uses the county provided Curriculum Learning Maps during collaborative planning sessions for all subjects. Administration and School-based coaches meet with the teachers

during their planning sessions to provide support. Teachers have access to CPALM lessons through the learning maps. Furthermore, teachers have been provided with all materials for Reading Wonders and Go Math. If teachers choose a resource outside of CPALMS or the curriculum materials provided, the teacher must document the standard that aligns with the resource in their lesson plans.

b. Instructional Strategies

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

The school uses data to provide and differentiate instruction to meet the diverse needs of students by keeping-it-simple. Teachers determine what grade-level and content-area standards need to be retaught, when each standard will be retaught, and how to determine student mastery after reteaching. Agreement on the "what," "when," and "reassessment" plan ensures that standards get implemented consistently with the entire teaching team. In addition, several support staff have been in classrooms working in small groups on academic skills that need improvement.

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

Strategy: Extended School Day

Minutes added to school year: 0

Curriculum will include an additional 60 minutes of Intensive Reading instructional time daily. This will total to a 180 minutes of daily direct reading instruction.

Strategy Rationale

The additional 60 minutes a day will ensure that teachers have time to implement individualized small group instruction to meet student proficiency in reading.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Loutzenhiser, Connie, connie.loutzenhiser@polk-fl.net

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

Data will be collected and analyzed from FAIR (reading), Reading Wonders Unit Tests, teacher-made ongoing writing assessments; as well as any assessments given as part of the programs

2. Student Transition and Readiness

a. 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).

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

ESE PreK:
Plans are being made to meet with parents of students who will exit the ESE PreK program at the end of this year. They will receive information concerning the expectations, curriculum and the role of Common Core in Kindergarten.

Head Start:
Several Informational Meetings will be held for parents of students who would be attending Head Start on our campus. Many of these were conducted on a one-to-one basis.

Day Care Programs:
The local Day Care Centers are given information notices to be distributed to the parents of students who will attend Eagle Lake Elementary so they can chose to attend any of the meetings/activities on campus. Copies of the Tuesday Tidbits, a weekly Title I publication, will be sent to each of these facilities.

5th Graders Transitioning to Middle School:
Students are provided with information and are encouraged to attend orientation prior to students starding the new year. The feeder middle schools recruit students for band and other electives.

b. College and Career Readiness

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

NA

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

NA

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

NA

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

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. All staff members at Eagle Lake Elementary will work to build positive relationships with students in order to increase student achievement, student attendance, and reduce discipline referrals.

G2. Through administrative and coach support, teachers will plan and deliver standards-based instruction with fidelity in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. All staff members at Eagle Lake Elementary will work to build positive relationships with students in order to increase student achievement, student attendance, and reduce discipline referrals. `1a`

🔍 G085027

Targets Supported `1b`

Indicator	Annual Target
School Grade - Percentage of Points Earned	290.0

Targeted Barriers to Achieving the Goal `3`

- No common behavior structures

- Lack of parent involvement

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

- PBS/CHAMPS

- Title One

Plan to Monitor Progress Toward G1. `8`

Monthly review of student achievement data.

Person Responsible
Connie Loutzenhiser

Schedule
Monthly, from 9/30/2016 to 5/31/2017

Evidence of Completion
Data notebook

G2. Through administrative and coach support, teachers will plan and deliver standards-based instruction with fidelity in all content areas. `1a`

🔍 G085028

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
FSA ELA Achievement	57.0
FSA Mathematics Achievement	53.0

Targeted Barriers to Achieving the Goal `3`

- Teachers do not understand how to analyze data to drive instruction.

- Lack of structured collaborative planning

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

- District Curriculum Learning Maps

- CPALMS

- Florida State Standards

- District and School-based coaches

- Reading, Math, Science Series

- Administration

Plan to Monitor Progress Toward G2. `8`

Student achievement data indicating student improvement

Person Responsible
Connie Loutzenhiser

Schedule
Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion
Progress monitoring data sheet

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. All staff members at Eagle Lake Elementary will work to build positive relationships with students in order to increase student achievement, student attendance, and reduce discipline referrals. 1

🔍 G085027

G1.B1 No common behavior structures 2

🔍 B226154

G1.B1.S1 Implement the CHAMPS framework throughout the school. 4

🔍 S238557

Strategy Rationale

To provide a common structure for all stakeholders in the school.

Action Step 1 5

Train all staff members on the CHAMPS framework and assist with implementation throughout the school.

Person Responsible

Kathryn Raub

Schedule

Daily, from 8/8/2016 to 6/8/2017

Evidence of Completion

CHAMPS posters, conversations, walkthroughs

Action Step 2 5

Share CHAMPS framework and expectations with parents and other stakeholders at Eagle Lake Elementary.

Person Responsible

Kathryn Raub

Schedule

Evidence of Completion

Agenda, sign in sheet, web-site, newsletter

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

Review lesson plans and walk classrooms to look for evidence of CHAMPS implementation.

Person Responsible

Kathryn Raub

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Classroom walkthroughs, lesson plans, and teacher/student conversations

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

Review student attendance, behavior, and improvement data.

Person Responsible

Connie Loutzenhiser

Schedule

Monthly, from 9/30/2016 to 6/2/2017

Evidence of Completion

data notebooks

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

Review student attendance, behavior, and improvement data.

Person Responsible

Connie Loutzenhiser

Schedule

Monthly, from 9/30/2016 to 6/2/2017

Evidence of Completion

data notebooks

G1.B2 Lack of parent involvement 2

🔑 B226155

G1.B2.S2 Offer parents professional development in order to help their child be successful at school. 4

🔑 S238559

Strategy Rationale

To provide strategies to help their child at home in order to bridge the gap between home and school.

Action Step 1 5

Provide professional development opportunities to parents.

Person Responsible

Dawn Fellows

Schedule

Quarterly, from 9/22/2016 to 4/27/2017

Evidence of Completion

Agendas and sign in sheets

Action Step 2 5

Hire a parent involvement paraprofessional with Title One funds.

Person Responsible

Connie Loutzenhiser

Schedule

Evidence of Completion

Addition of a staff member at Eagle Lake Elementary

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Monitor participation of parents at quarterly professional development opportunities.

Person Responsible

Dawn Fellows

Schedule

Quarterly, from 9/22/2016 to 5/31/2017

Evidence of Completion

Sign in sheets, agendas, and parent conversations

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Monitor parent attendance focusing on an increase in parent involvement.

Person Responsible

Dawn Fellows

Schedule

Quarterly, from 9/22/2016 to 5/31/2017

Evidence of Completion

Sign in sheets from parent meetings

G2. Through administrative and coach support, teachers will plan and deliver standards-based instruction with fidelity in all content areas. 1

🔑 G085028

G2.B1 Teachers do not understand how to analyze data to drive instruction. 2

🔑 B226156

G2.B1.S1 Teachers will analyze data before weekly collaborative planning in order to plan lessons and individualized activities based on student needs. 4

🔑 S238560

Strategy Rationale

Teachers need to understand student needs before planning instruction.

Action Step 1 5

Teachers will meet monthly in PLCs to analyze their student and classroom data in order to drive instruction.

Person Responsible

Bobbie Greenlee

Schedule

Weekly, from 8/25/2016 to 5/25/2017

Evidence of Completion

Agenda, sign-in sheet, pre-planning tool, lesson plans, data notebook

Action Step 2 5

Teachers will implement opportunities for reteaching and enrichment during the instructional day.

Person Responsible

Carolyn Bryant

Schedule

Weekly, from 8/30/2016 to 5/30/2017

Evidence of Completion

Lesson plans and classroom walkthroughs

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

Administration and instructional coaches will review lesson plans to monitor for teacher planning of flexible grouping tied to data evident in the classroom with remediation and enrichment.

Person Responsible

Kathryn Raub

Schedule

Weekly, from 9/5/2016 to 6/30/2017

Evidence of Completion

Lesson Plans and classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 [7]

Monthly review of student data focusing on the remediation and retention of skills.

Person Responsible

Connie Loutzenhiser

Schedule

Monthly, from 9/12/2016 to 5/31/2017

Evidence of Completion

Student data

G2.B2 Lack of structured collaborative planning 2

🔑 B226157

G2.B2.S1 Teachers will engage in collaborative planning weekly to develop standards-based lessons to enhance student achievement. 4

🔑 S238561

Strategy Rationale

Teachers need to understand the depth of the standards and how to teach them appropriately to all students.

Action Step 1 5

Weekly grade level collaborative planning sessions will be scheduled to deliver standards-based instruction

Person Responsible

Connie Loutzenhiser

Schedule

Weekly, from 8/23/2016 to 5/30/2017

Evidence of Completion

Agenda, sign-in sheets, coaches log, lesson plans, pre-planning tool, observations

Action Step 2 5

Develop and implement a structure for common planning facilitated by instructional coach or administration.

Person Responsible

Kathryn Raub

Schedule

Weekly, from 8/23/2016 to 5/30/2017

Evidence of Completion

Pre-planning tool, lesson plans, agenda, sign-in sheets, observations

Action Step 3 5

Teachers will submit lesson plans that were developed during Collaborative Planning and post in One Drive weekly.

Person Responsible

Kathryn Raub

Schedule

Weekly, from 8/19/2016 to 6/2/2017

Evidence of Completion

Lesson Plans and lesson plan checklist

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

Teachers will bring a completed copy of the pre-planning tool and resources to Collaborative Planning.

Person Responsible

Carolyn Bryant

Schedule

Weekly, from 8/30/2016 to 5/30/2017

Evidence of Completion

Sign-in sheet, agenda/minutes, lesson plans, pre-planning tool

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

Administrators will review plans and provide feedback as needed for Standards Based Instruction.

Person Responsible

Connie Loutzenhiser

Schedule

Weekly, from 8/30/2016 to 6/2/2017

Evidence of Completion

lesson plan feedback

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

Administration and coaches will attend the planning sessions.

Person Responsible

Connie Loutzenhiser

Schedule

Weekly, from 8/23/2016 to 5/30/2017

Evidence of Completion

Sign in sheets

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

Administrators will conduct classroom walkthroughs to observe implementation of planned lessons.

Person Responsible

Connie Loutzenhiser

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Data collected from classroom walkthroughs

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

Through Journey Evaluation Process and Coaching walkthrough tool teachers will receive constructive feedback.

Person Responsible

Connie Loutzenhiser

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Jouney Evaluation/ Informal Feedback Tool

G2.B2.S2 Teachers will meet weekly in PLC's to develop standards based lessons with strategies to enhance student achievement. These strategies would include: Differentiated Instruction, Small groups, tutoring, school-wide recovery, Tier 2 and Tier 3 interventions and book study of "Teach Like A Champion". 4

🔍 S238562

Strategy Rationale

Teachers need to be supported by teaching and reviewing high yield strategies that will assist in creating and delivering standards based engaging lessons.

Action Step 1 5

Teachers will meet during weekly PLC's to plan and discuss different teaching strategies to be used to raise proficiency for all students.

Person Responsible

Carolyn Bryant

Schedule

Weekly, from 8/25/2016 to 6/1/2017

Evidence of Completion

Agenda, Sign-in, PLC Calendar, list of tutoring students, MTSS/RtI list of Tier 2 and Tier 3 Interventions students

Action Step 2 5

Teachers will participate and apply new teaching strategies from book study, "Teach Like A Champion."

Person Responsible

Kathryn Raub

Schedule

Daily, from 10/10/2016 to 6/2/2017

Evidence of Completion

agendas, sign-in sheets, classroom walkthroughs, lesson plans

Action Step 3 `5`

Math and science teachers will attend training and implement the 5E lesson plan model.

Person Responsible

Bobbie Greenlee

Schedule

Weekly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Agendas, sign-in sheets, lesson plans, classroom observations

Action Step 4 `5`

Teachers will participate in Baits Math training and apply new strategies

Person Responsible

Bobbie Greenlee

Schedule

On 6/2/2017

Evidence of Completion

Sign in sheets, lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Administration and school based coaches will attend all PLCs to monitor implementation.

Person Responsible

Connie Loutzenhiser

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Sing in sheets, agendas

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Weekly walkthroughs will be conducted to check for standards based instruction using high yield strategies.

Person Responsible

Connie Loutzenhiser

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Coaching notes/feedback and Journey observations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A2 A308905	Share CHAMPS framework and expectations with parents and other stakeholders at Eagle Lake...	Raub, Kathryn	9/22/2016	Agenda, sign in sheet, web-site, newsletter	No End Date one-time
G1.B2.S2.A2 A308907	Hire a parent involvement paraprofessional with Title One funds.	Loutzenhiser, Connie	8/26/2016	Addition of a staff member at Eagle Lake Elementary	No End Date one-time
G1.B2.S2.A1 A308906	Provide professional development opportunities to parents.	Fellows, Dawn	9/22/2016	Agendas and sign in sheets	4/27/2017 quarterly
G2.B1.S1.A1 A308908	Teachers will meet monthly in PLCs to analyze their student and classroom data in order to drive...	Greenlee, Bobbie	8/25/2016	Agenda, sign-in sheet, pre-planning tool, lesson plans, data notebook	5/25/2017 weekly
G2.B1.S1.A2 A308909	Teachers will implement opportunities for reteaching and enrichment during the instructional day.	Bryant, Carolyn	8/30/2016	Lesson plans and classroom walkthroughs	5/30/2017 weekly
G2.B2.S1.MA1 M315585	Teachers will bring a completed copy of the pre-planning tool and resources to Collaborative...	Bryant, Carolyn	8/30/2016	Sign-in sheet, agenda/minutes, lesson plans, pre-planning tool	5/30/2017 weekly
G2.B2.S1.MA5 M315587	Administration and coaches will attend the planning sessions.	Loutzenhiser, Connie	8/23/2016	Sign in sheets	5/30/2017 weekly
G2.B2.S1.A1 A308910	Weekly grade level collaborative planning sessions will be scheduled to deliver standards-based...	Loutzenhiser, Connie	8/23/2016	Agenda, sign-in sheets, coaches log, lesson plans, pre-planning tool, observations	5/30/2017 weekly
G2.B2.S1.A2 A308911	Develop and implement a structure for common planning facilitated by instructional coach or...	Raub, Kathryn	8/23/2016	Pre-planning tool, lesson plans, agenda, sign-in sheets, observations	5/30/2017 weekly
G1.MA1 M315580	Monthly review of student achievement data.	Loutzenhiser, Connie	9/30/2016	Data notebook	5/31/2017 monthly
G2.B1.S1.MA1 M315581	Monthly review of student data focusing on the remediation and retention of skills.	Loutzenhiser, Connie	9/12/2016	Student data	5/31/2017 monthly
G1.B2.S2.MA1 M315578	Monitor parent attendance focusing on an increase in parent involvement.	Fellows, Dawn	9/22/2016	Sign in sheets from parent meetings	5/31/2017 quarterly
G1.B2.S2.MA1 M315579	Monitor participation of parents at quarterly professional development opportunities.	Fellows, Dawn	9/22/2016	Sign in sheets, agendas, and parent conversations	5/31/2017 quarterly
G2.B2.S2.A1 A308913	Teachers will meet during weekly PLC's to plan and discuss different teaching strategies to be used...	Bryant, Carolyn	8/25/2016	Agenda, Sign-in, PLC Calendar, list of tutoring students, MTSS/RtI list of Tier 2 and Tier 3 Interventions students	6/1/2017 weekly
G2.MA1 M315590	Student achievement data indicating student improvement	Loutzenhiser, Connie	8/29/2016	Progress monitoring data sheet	6/2/2017 weekly
G1.B1.S1.MA1 M315575	Review student attendance, behavior, and improvement data.	Loutzenhiser, Connie	9/30/2016	data notebooks	6/2/2017 monthly
G1.B1.S1.MA1 M315576	Review student attendance, behavior, and improvement data.	Loutzenhiser, Connie	9/30/2016	data notebooks	6/2/2017 monthly
G1.B1.S1.MA1 M315577	Review lesson plans and walk classrooms to look for evidence of CHAMPS implementation.	Raub, Kathryn	8/29/2016	Classroom walkthroughs, lesson plans, and teacher/student conversations	6/2/2017 weekly
G2.B2.S1.MA1 M315583	Administrators will conduct classroom walkthroughs to observe implementation of planned lessons.	Loutzenhiser, Connie	8/29/2016	Data collected from classroom walkthroughs	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA4 🔑 M315584	Through Journey Evaluation Process and Coaching walkthrough tool teachers will receive...	Loutzenhiser, Connie	8/29/2016	Jouney Evaluation/ Informal Feedback Tool	6/2/2017 weekly
G2.B2.S1.MA3 🔑 M315586	Administrators will review plans and provide feedback as needed for Standards Based Instruction.	Loutzenhiser, Connie	8/30/2016	lesson plan feedback	6/2/2017 weekly
G2.B2.S1.A3 🔑 A308912	Teachers will submit lesson plans that were developed during Collaborative Planning and post in One...	Raub, Kathryn	8/19/2016	Lesson Plans and lesson plan checklist	6/2/2017 weekly
G2.B2.S2.MA1 🔑 M315588	Weekly walkthroughs will be conducted to check for standards based instruction using high yield...	Loutzenhiser, Connie	8/29/2016	Coaching notes/feedback and Journey observations	6/2/2017 weekly
G2.B2.S2.MA1 🔑 M315589	Administration and school based coaches will attend all PLCs to monitor implementation.	Loutzenhiser, Connie	8/29/2016	Sing in sheets, agendas	6/2/2017 weekly
G2.B2.S2.A2 🔑 A308914	Teachers will participate and apply new teaching strategies from book study, "Teach Like A...	Raub, Kathryn	10/10/2016	agendas, sign-in sheets, classroom walkthroughs, lesson plans	6/2/2017 daily
G2.B2.S2.A3 🔑 A308915	Math and science teachers will attend training and implement the 5E lesson plan model.	Greenlee, Bobbie	8/23/2016	Agendas, sign-in sheets, lesson plans, classroom observations	6/2/2017 weekly
G2.B2.S2.A4 🔑 A308916	Teachers will participate in Baits Math training and apply new strategies	Greenlee, Bobbie	12/1/2016	Sign in sheets, lesson plans, classroom observations	6/2/2017 one-time
G1.B1.S1.A1 🔑 A308904	Train all staff members on the CHAMPS framework and assist with implementation throughout the...	Raub, Kathryn	8/8/2016	CHAMPS posters, conversations, walkthroughs	6/8/2017 daily
G2.B1.S1.MA1 🔑 M315582	Administration and instructional coaches will review lesson plans to monitor for teacher planning...	Raub, Kathryn	9/5/2016	Lesson Plans and classroom walkthroughs	6/30/2017 weekly

V. Professional Development Opportunities

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

G1. All staff members at Eagle Lake Elementary will work to build positive relationships with students in order to increase student achievement, student attendance, and reduce discipline referrals.

G1.B1 No common behavior structures

G1.B1.S1 Implement the CHAMPS framework throughout the school.

PD Opportunity 1

Train all staff members on the CHAMPS framework and assist with implementation throughout the school.

Facilitator

Kathy Raub and Connie Loutzenhiser

Participants

All staff members

Schedule

Daily, from 8/8/2016 to 6/8/2017

G2. Through administrative and coach support, teachers will plan and deliver standards-based instruction with fidelity in all content areas.

G2.B1 Teachers do not understand how to analyze data to drive instruction.

G2.B1.S1 Teachers will analyze data before weekly collaborative planning in order to plan lessons and individualized activities based on student needs.

PD Opportunity 1

Teachers will meet monthly in PLCs to analyze their student and classroom data in order to drive instruction.

Facilitator

Carolyn Bryant and Bobbie Greenlee

Participants

All classroom teachers

Schedule

Weekly, from 8/25/2016 to 5/25/2017

PD Opportunity 2

Teachers will implement opportunities for reteaching and enrichment during the instructional day.

Facilitator

Carolyn Bryant and Bobbie Greenlee

Participants

All classroom teachers

Schedule

Weekly, from 8/30/2016 to 5/30/2017

G2.B2 Lack of structured collaborative planning

G2.B2.S1 Teachers will engage in collaborative planning weekly to develop standards-based lessons to enhance student achievement.

PD Opportunity 1

Develop and implement a structure for common planning facilitated by instructional coach or administration.

Facilitator

Bobbie Greenlee and Carolyn Bryant

Participants

Classroom teachers

Schedule

Weekly, from 8/23/2016 to 5/30/2017

G2.B2.S2 Teachers will meet weekly in PLC's to develop standards based lessons with strategies to enhance student achievement. These strategies would include: Differentiated Instruction, Small groups, tutoring, school-wide recovery, Tier 2 and Tier 3 interventions and book study of "Teach Like A Champion".

PD Opportunity 1

Teachers will meet during weekly PLC's to plan and discuss different teaching strategies to be used to raise proficiency for all students.

Facilitator

Instructional coaches and administration

Participants

All Classroom Teachers

Schedule

Weekly, from 8/25/2016 to 6/1/2017

PD Opportunity 2

Teachers will participate and apply new teaching strategies from book study, "Teach Like A Champion."

Facilitator

Kathy Raub

Participants

All classroom teachers

Schedule

Daily, from 10/10/2016 to 6/2/2017

PD Opportunity 3

Math and science teachers will attend training and implement the 5E lesson plan model.

Facilitator

Bobbie Greeenlee and District instructional coaches

Participants

Math and science teachers

Schedule

Weekly, from 8/23/2016 to 6/2/2017

PD Opportunity 4

Teachers will participate in Baits Math training and apply new strategies

Facilitator

Libby Pollack, Bobbie Greenlee

Participants

3rd-5th teachers-December, K-2 teachers-Spring 2017

Schedule

On 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Train all staff members on the CHAMPS framework and assist with implementation throughout the school.	$0.00
2	G1.B1.S1.A2	Share CHAMPS framework and expectations with parents and other stakeholders at Eagle Lake Elementary.	$0.00
3	G1.B2.S2.A1	Provide professional development opportunities to parents.	$0.00
4	G1.B2.S2.A2	Hire a parent involvement paraprofessional with Title One funds.	$0.00
5	G2.B1.S1.A1	Teachers will meet monthly in PLCs to analyze their student and classroom data in order to drive instruction.	$0.00
6	G2.B1.S1.A2	Teachers will implement opportunities for reteaching and enrichment during the instructional day.	$0.00
7	G2.B2.S1.A1	Weekly grade level collaborative planning sessions will be scheduled to deliver standards-based instruction	$0.00
8	G2.B2.S1.A2	Develop and implement a structure for common planning facilitated by instructional coach or administration.	$0.00
9	G2.B2.S1.A3	Teachers will submit lesson plans that were developed during Collaborative Planning and post in One Drive weekly.	$0.00
10	G2.B2.S2.A1	Teachers will meet during weekly PLC's to plan and discuss different teaching strategies to be used to raise proficiency for all students.	$0.00
11	G2.B2.S2.A2	Teachers will participate and apply new teaching strategies from book study, "Teach Like A Champion."	$0.00
12	G2.B2.S2.A3	Math and science teachers will attend training and implement the 5E lesson plan model.	$0.00
13	G2.B2.S2.A4	Teachers will participate in Baits Math training and apply new strategies	$0.00
		Total:	$0.00