

Sarasota County Schools

Englewood Elementary School



2016-17 Schoolwide Improvement Plan

Englewood Elementary School

150 N MCCALL RD, Englewood, FL 34223

www.sarasotacountyschools.net/englewood

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 KG-5	No	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

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

**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 Sarasota 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>.

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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 Englewood Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

The mission of Englewood Elementary School is to provide students with a solid educational foundation to promote active, lifelong learning in a safe, respectful environment. This mission will be accomplished through the commitment of staff, students, parents, and the community.

b. Provide the school's vision statement.

Englewood Elementary School students will experience a safe, respectful environment which promotes active learning in a supportive, community atmosphere.

2. School Environment

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

Teachers learn about students' cultures on a daily basis through writing activities and special projects in the classroom. Students also have an opportunity to share through performances throughout the school year.

Conferences are set up in order to learn more about students through their families. Teachers are also able to learn more about students during after school activities, such as family reading night, family science night or family mileage club.

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

Students have the opportunity to attend morning care before school and the Eagle Enrichment Program after school. During schools hours, students are expected to follow the schoolwide behavior expectations in order to keep themselves and others safe. Safety drills are practiced throughout the school year to ensure the students' safety in case an emergency should arise.

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.

The Positive Behavior Committee has established a clear protocol to follow when teachers encounter inappropriate behavior. Schoolwide expectations are thoroughly discussed with students and are posted throughout campus. The positive behavior system is reinforced through Eagle Feathers, which are given out to students following these expectations.

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.

A guidance counselor is available to all students, should they need social or emotional support. Many classrooms have volunteers who are working with individual students. The Big Brothers/Big Sisters Program also reaches out to those students who may need a mentor.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

EES utilizes Data/Assessment Team, PBS Team as well as our SWST to identify, reflect and act upon the following indicators:
Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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	8	14	7	12	10	7	0	0	0	0	0	0	0	58
One or more suspensions	2	3	2	0	2	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	13	18	16	0	0	0	0	0	0	0	47

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	0	3	4	3	0	0	0	0	0	0	0	10	

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

Students identified are provided intensive remediation services provided prior to school, during the school day and/or after school. These students are also carefully progress monitored by our data/assessment team.

B. Family and Community Engagement

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

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

No

1. PIP Link

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

2. Description

On average 85% of EES parents participate in school activities, volunteer and/or provide input throughout the year.

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.

Local community members and business partners are encouraged to join our SAC meetings each month. In addition, we also invite a variety of people to our reading celebrations to perform or help students with activities. Many classes attend field trips to local businesses, such as dental offices and the farmer's market. We've also had visitors on campus to help students work in our garden or teach them about a particular topic.

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
Grossenbacher, Mark	Principal
shaer, penny	School Counselor
lugar, pamela	Teacher, ESE
ziarnicki, ellen	Assistant Principal
gersen, robin	Other
peyton, kristen	Teacher, K-12
	Psychologist

b. Duties

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

The school-based RtI/MTSS Leadership Team is comprised of general education personnel that facilitate PS/RtI as a related but distinct process from the CARE (Children At-Risk in Education) eligibility determination process. At Englewood Elementary the principal provides support in instructional resources, strategies and overall data demographics.

Select General Education Teachers: Provides information about classroom instructional strategies, daily monitoring and progress.

Exceptional Student Education (ESE) Liaison: Provides information about current IEP, related strategies and on-going review.

School Guidance Counselor: Provides information about related services, groups and basic strategies.

School Social Worker & Psychologist: Provides information related to social services, strategies and topics related.

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.

The team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade, class and individual academic/behavioral needs. Student information will be reviewed. Based on data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be graphed and monitored. Individual cases reviewed periodically to determine progress and reassess further instructional interventions. Team members then work with grade level PLCs to support individual and group needs for students.

SAC approved funds will be used to to support goals requiring professional development.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mark Grossenbacher	Principal
Kristen Peyton	Teacher
Diane Brown	Teacher
Anne Smith	Teacher
Tracy Mason	Parent
Cris Walton	Business/Community
Veronica Grannan	Parent
Kyle VanDyke	Teacher
Cindy Googins	Parent
Claudia Harker	Education Support Employee
Don Mussilli	Business/Community
Mary Sanchez	Teacher
Marita Schweighofer	Student
Anne Smith	Teacher
Jessica Tameris	Teacher
Fran Mather	Teacher
	Teacher
Nicole Miccio	Business/Community
Brad Gibson	Student
	Student

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

SAC members consider the outcome and results of last year's school improvement plan as they review and make suggestions for this year's SIP.

b. Development of this school improvement plan

SAC members review, make suggestions, contribute toward goal setting and approve the SIP.

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

Although 0.00 dollars have been allocated to support SAC, the committee does review and approve Flexible Stipend allowances for staff and earned A+ monies..

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

Our goal would have been to use dollars to pay for substitutes to assist with professional development, testing, student and teacher support/training. This will continue when SAC dollars are re-instated.

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
Grossenbacher, Mark	Principal
gersen, robin	Other
godzer, deana	Attendance/Social Work
lugar, pamela	Teacher, ESE
pechiney, anne	Other
peyton, kristen	Teacher, K-12
shaer, penny	School Counselor
ziarnicki, ellen	Assistant Principal

b. Duties

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

Although our school does not have a LLT, our SWST serves as our LLT at EES. Team members include, Mark Grossenbacher (Principal), Ellen Ziarnicki (Assistant Principal/Intern), Pam Lugar (ESE Liaison), Penny Shaer (Guidance Counselor), Manny Dansey (School Psychologist), Robin Gersen (Speech and Language) Aimee Villemue (School Social Worker).

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.

Positive working relationships is a goal at Englewood Elementary. Each week, teams participate in collaborative planning sessions where they can share school news, data, strategies, curriculum and support needs. We have a Data and Assessment team who meet two times each month to analyze and review school data. Our Team Leaders meet to discuss school information and team needs. Team Leaders help maintain positive working relationships with their team members. All staff is encouraged to participate in our monthly staff meetings where staff members are celebrated and recognized. Englewood Elementary also has a social committee that helps build and maintain positive relationships between all members of our school team.

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

SCIP Mentor/Mentee program. Regular meetings with new staff. Partnering new staff with highly-qualified veteran staff

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

Follow Portfolio process led by SCIP Mentor program.

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.

Englewood ensures core instructional programs are aligned to Florida Standards through the implementation of the Instructional Focus Guides. Teachers post standards in their classrooms and within their lesson plans. Englewood also offers weekly professional development sessions to support the instructional programs and Florida Standards. Staff members are also encouraged to participate in training opportunities offered by the district.

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.

Data is reviewed regularly by teachers and teams to guide classroom instruction. Twice per month, our Data & Assessment teams meets to review school wide and grade level data. Formative and summative data is reviewed. Based on the data, instructional strategies are implemented to meet student needs. Data is used to drive instruction in the classroom and allows teachers the opportunity to provide interventions or extension activities. Teachers meet with small groups of students or meet with students individually to provide them with additional instructional opportunities.

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: 25,500

Englewood Elementary School offers Eagle Enrichment as well as Y-Reads. These are before/after school educational programs for our students. We currently have approx. 100 students participate on a daily basis.

Strategy Rationale

It is our goal to provide tiered and specific intervention for our students that need additional minutes within the school day.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Grossenbacher, Mark, mark.grossenbacher@sarasotacountyschools.net

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

Data is collected based upon regular attendance and progress monitored using I-Ready, Star Literacy/Star Early Literacy, Benchmark Assessments and Florida Standards Assessment.

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. Â§ 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.

Parent orientation/s are held each year to instruct, inform and provide support for all new families. PTA also hosts a BooHoo/Yahoo new parent breakfast and information session. New students are introduced to the school body during an ETV session. Administration and 5th Grade Teachers work with area middle schools to ensure smooth transition into middle school.

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. Â§ 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.

EES has demonstrated a strong baseline of academic proficiency in ELA, math, and Science. The goal would be to continue to maintain and/or improve upon our current level.

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" 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.

EES has added new math curriculum support materials and has a small transient population. EES continues to add instructional positions due to retirement and population growth. It is our goal to become comfortable with the new materials and teach maintain a high level of academic rigor for all of our students and staff.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2017, bottom quartile learning gains in reading will increase by 4% from 53% to 57%.
- G2.** By the year 2017, bottom quartile learning gains in math will increase by 4% from 53% to 57%.
- G3.** By the year 2017, student proficiency in Science will increase by two percentage points from 72% to 74%.
- G4.** By the year 2017, student proficiency in ELA will increase by two percentage points from 73% to 75%.
- G5.** Behavioral Goal--In 2015-16 less than 5% of EES students received a behavioral referral resulting in an Out of School Suspension. For 2016-2017, it is our goal that we continue to have less than 5.0% of the EES students receive a behavioral referral resulting in an Out of School Suspension.
- G6.** Five Star Goal--Our school-wide theme this year is "We are Wild About Learning at EES". In order for our school community to see how "wild" we are about learning our goal is have at least 80% of our parents participate in our weekly parent nights such as family mileage club, family reading night, FSA, ESOL parent nights as well as PTA and Science nights offered throughout the year.
- G7.** EES will decrease the percentage of students with 10 or more absences by 4% from 30% to 26%.
- G8.** By the year 2017, student proficiency in math will increase by two percentage points from 78% to 80%.

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. By the year 2017, bottom quartile learning gains in reading will increase by 4% from 53% to 57%. 1a

G085540

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	57.0

Targeted Barriers to Achieving the Goal 3

- Finances, lack of support staff, year two on newer high stakes assessment, familiarity with the depth and complexity of newer curriculum LAFS as well as curriculum support materials.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources are limited, but PD will be offered to staff by Principal and Leadership Team at TGIF-PD Friday morning throughout the year. Topics will be related to Principal's Deliberate Practice (Accountable Talk, Best Practices in Math and Academic Vocabulary using Marazano's 6 step method), Instructional Staff I.P.D.P. and S.I.P. goals.

Plan to Monitor Progress Toward G1. 8

Students will continue to show gains in their high stakes achievement tests and progress monitoring assessments/tracking programs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Data collected from I Ready, District Benchmarks, and STAR Literacy will be collected and reviewed by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment necessary.

G2. By the year 2017, bottom quartile learning gains in math will increase by 4% from 53% to 57%. 1a

G085541

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	57.0

Targeted Barriers to Achieving the Goal 3

- Finances, lack of support staff, online high stakes assessment, familiarity with the depth and complexity of newer curriculum (MAFS) as well as curriculum support materials.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources are limited, but PD will be offered to staff by Principal and Leadership Team at TGIF-PD Friday morning throughout the year. Topics will be related to Principal's Deliberate Practice (Accountable Talk, Best Practices in Math and Academic Vocabulary using Marazano's 6 step method), Instructional Staff I.P.D.P. and S.I.P. goals.

Plan to Monitor Progress Toward G2. 8

Students will continue to show gains in their high stakes achievement tests and progress monitoring assessments/tracking programs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Students will continue to show gains in their high stakes achievement tests and progress monitoring assessments/tracking programs.

G3. By the year 2017, student proficiency in Science will increase by two percentage points from 72% to 74%. **1a**

 G085542

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	74.0

Targeted Barriers to Achieving the Goal **3**

- Finances, lack of support staff, continued emphasis on spiraling Science curriculum at all grade levels. Also, maintaining a driven focus on innovative science technologies.

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

- Resources are limited, but PD will be offered to staff by Principal and Leadership Team at TGIF-PD Friday morning throughout the year. Topics will be related to Principal's Deliberate Practice (Accountable Talk, Best Practices in Math and Academic Vocabulary using Marazano's 6 step method), Instructional Staff I.P.D.P. and S.I.P. goals. School also partners with Englewood Incubation Center to stay up to date on current technologies most useful to teach/supports curricular standards.

Plan to Monitor Progress Toward G3. **8**

Students will continue to show gains in their high stakes achievement tests and progress monitoring assessments/tracking programs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Data collected from I Ready, District Benchmarks, and STAR Literacy will be collected and reviewed by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment necessary.

G4. By the year 2017, student proficiency in ELA will increase by two percentage points from 73% to 75%.

1a

G085543

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Finances, lack of support staff, year two on newer high stakes assessment, familiarity with the depth and complexity of newer curriculum LAFS as well as curriculum support materials.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources are limited, but PD will be offered to staff by Principal and Leadership Team at TGIF-PD Friday morning throughout the year. Topics will be related to Principal's Deliberate Practice (Accountable Talk, Best Practices in Math and Academic Vocabulary using Marazano's 6 step method), Instructional Staff I.P.D.P. and S.I.P. goals.

Plan to Monitor Progress Toward G4. 8

Students will continue to show gains in their high stakes achievement tests and progress monitoring assessments/tracking programs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Data collected from I Ready, District Benchmarks, and STAR Literacy will be collected and reviewed by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment necessary.

G5. Behavioral Goal--In 2015-16 less than 5% of EES students received a behavioral referral resulting in an Out of School Suspension. For 2016-2017, it is our goal that we continue to have less than 5.0% of the EES students receive a behavioral referral resulting in an Out of School Suspension. 1a

G085544

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	5.0

Targeted Barriers to Achieving the Goal 3

- Time, some transiciency (reteaching/modeling for newer students), finances

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS Team, Data/Assessment Team, Eagle Feather Store, Classroom Positive Behavior Plans, BPIE Review and Monitoring

Plan to Monitor Progress Toward G5. 8

We will use classroom, referral data as well as BIP for specific students to help monitor school-wide plan.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

We will use classroom, referral data as well as BIP for specific students to help monitor school-wide plan.

G6. Five Star Goal--Our school-wide theme this year is "We are Wild About Learning at EES". In order for our school community to see how "wild" we are about learning our goal is have at least 80% of our parents participate in our weekly parent nights such as family mileage club, family reading night, FSA, ESOL parent nights as well as PTA and Science nights offered throughout the year. 1a

G085545

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	80.0

Targeted Barriers to Achieving the Goal 3

- Time needed for families to attend. Transportation to and from evening events.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science Lab, classrooms, media center, EES track and time.

Plan to Monitor Progress Toward G6. 8

EES Admin. and leadership teams periodically meet to plan and review events.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Event Log, Sign in sheets and climate survey

G7. EES will decrease the percentage of students with 10 or more absences by 4% from 30% to 26%. 1a

 G085546

Targets Supported 1b

Indicator	Annual Target
Attendance rate	26.0

Targeted Barriers to Achieving the Goal 3

- Transportation, family norms, healthy habits

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS Committee, Guidance Counselor, SWST Team, Grade Level Teachers, Wellness Presentations/healthy habits at home, early warning system.

Plan to Monitor Progress Toward G7. 8

Attendance reports for all grade level

Person Responsible

Mark Grossenbacher

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Attendance reports/early warning system for all grade levels reflected on by SWST.

G8. By the year 2017, student proficiency in math will increase by two percentage points from 78% to 80%.

1a

G085547

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Finances, lack of support staff, online high stakes assessment, familiarity with the depth and complexity of newer curriculum (MAFS) as well as curriculum support materials.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources are limited, but PD will be offered to staff by Principal and Leadership Team at TGIF-PD Friday morning throughout the year. Topics will be related to Principal's Deliberate Practice (Accountable Talk, Best Practices in Math and Academic Vocabulary using Marazano's 6 step method), Instructional Staff I.P.D.P. and S.I.P. goals.

Plan to Monitor Progress Toward G8. 8

Students will continue to show gains in their high stakes achievement tests and progress monitoring assessments/tracking programs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Data collected from I Ready, District Benchmarks, etc. will be collected and reviewed by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment necessary.

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. By the year 2017, bottom quartile learning gains in reading will increase by 4% from 53% to 57%. **1**

 G085540

G1.B1 Finances, lack of support staff, year two on newer high stakes assessment, familiarity with the depth and complexity of newer curriculum LAFS as well as curriculum support materials. **2**

 B227418

G1.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs such as I Ready to monitor student progress. **4**

 S239942

Strategy Rationale

By increasing the instructional level of awareness teachers will become more familiar with data to guide them through teaching/assessing the curriculum for informative, enriching and intervention purposes. This will help guide lesson design using accountable talk to lead toward more accountable writing and best practices in math tiered toward specific student needs.

Action Step 1 **5**

Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Reports of I Ready diagnostic/practice as well as other tracking programs

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

Reports of I Ready diagnostic/practice as well as other tracking programs used to monitor student gains.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs

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

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printouts of assessment and tracking reports and focused classroom walkthroughs


G2. By the year 2017, bottom quartile learning gains in math will increase by 4% from 53% to 57%. 1

 G085541

G2.B1 Finances, lack of support staff, online high stakes assessment, familiarity with the depth and complexity of newer curriculum (MAFS) as well as curriculum support materials. 2

 B227419

G2.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs such as I Ready to monitor student progress. 4

 S239943

Strategy Rationale

By increasing the instructional level of awareness teachers will become more familiar with data to guide them through teaching/assessing the curriculum for informative, enriching and intervention purposes. This will help guide lesson design using accountable talk to lead toward more accountable writing and best practices in math tiered toward specific student needs.

Action Step 1 5

Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs

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

Students will continue to show gains and maintain level of proficiency in their high stakes achievement tests

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs

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

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printouts of assessment and tracking reports and focused classroom walkthroughs

G3. By the year 2017, student proficiency in Science will increase by two percentage points from 72% to 74%.


1

 G085542

G3.B1 Finances, lack of support staff, continued emphasis on spiraling Science curriculum at all grade levels. Also, maintaining a driven focus on innovative science technologies. 2

 B227420

G3.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs such as I Ready to monitor student progress and determining its relationship to Science. 4

 S239944

Strategy Rationale

By increasing the instructional level of awareness teachers will become more familiar with data to guide them through teaching/assessing the curriculum for informative, enriching and intervention purposes. This will help guide lesson design using accountable talk to lead toward more accountable writing and best practices in math tiered toward specific student needs.

Action Step 1 5

Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Reports of I Ready diagnostic/practice as well as other tracking programs

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

Students will continue to show gains and maintain level of proficiency in their high stakes achievement tests

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs

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

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printouts of assessment and tracking reports and focused classroom walkthroughs

G3.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the Science Standards. 4

 S239945

Strategy Rationale

Content Area Purposes will be guide teachers and students to the daily functioning of the Science Standards and their relationship to the curriculum.

Action Step 1 5

Inform, train and monitor use of IFGs and their relationship to the MAFS.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs and lesson plan design.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Students will continue to show gains in their high stakes achievement tests

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher


Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printouts of assessment and tracking reports and focused classroom walkthroughs

G3.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognitivity as well as appropriate academic vocabulary. 4

 S239946

Strategy Rationale

The IFGs will direct teachers toward the curriculum as well as the 4 cognitive levels appropriate for the standard within the Science Standards and CPALMS resources.

Action Step 1 5

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessment and appropriate uses of content specific academic vocabulary. Also, review CPALMS and its resources for staff.

Person Responsible

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs and lesson plan design.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Students will continue to show gains in their high stakes achievement tests

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printouts of assessment and tracking reports and focused classroom walkthroughs

G4. By the year 2017, student proficiency in ELA will increase by two percentage points from 73% to 75%. 1

G085543

G4.B1 Finances, lack of support staff, year two on newer high stakes assessment, familiarity with the depth and complexity of newer curriculum LAFS as well as curriculum support materials. 2

B227421

G4.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs such as I Ready to monitor student progress. 4

S239947

Strategy Rationale

By increasing the instructional level of awareness teachers will become more familiar with data to guide them through teaching/assessing the curriculum for informative, enriching and intervention purposes. This will help guide lesson design using accountable talk to lead toward more accountable writing and best practices in math tiered toward specific student needs.

Action Step 1 5

Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Reports of I Ready diagnostic/practice as well as other tracking programs

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Students will continue to show gains and maintain level of proficiency in their high stakes achievement tests

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printouts of assessment and tracking reports and focused classroom walkthroughs

G4.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the LAFS. 4

 S239948

Strategy Rationale

Content Area Purposes will be guide teachers and students to the daily functioning of the LAFS and their relationship to the curriculum.

Action Step 1 5

Inform, train and monitor use of IFGs and their relationship to the LAFS.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs and lesson plan design.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Students will continue to show gains in their high stakes achievement tests

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printouts of assessment and tracking reports and focused classroom walkthroughs

G4.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognitivity as well as appropriate academic vocabulary. 4

 S239949

Strategy Rationale

The IFGs will direct teachers toward the curriculum as well as the 4 cognitive levels appropriate for the standard within the LAFS.

Action Step 1 5

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessment and appropriate uses of content specific academic vocabulary.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs and lesson plan design.

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Students will continue to show gains in their high stakes achievement tests

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printouts of assessment and tracking reports and focused classroom walkthroughs

G5. Behavioral Goal--In 2015-16 less than 5% of EES students received a behavioral referral resulting in an Out of School Suspension. For 2016-2017, it is our goal that we continue to have less than 5.0% of the EES students receive a behavioral referral resulting in an Out of School Suspension. 1

G085544

G5.B1 Time, some transiency (reteaching/modeling for newer students), finances 2

B227422

G5.B1.S1 PBS & Data/Assessment team reflect and revise PBS plan, Celebrate School-wide behavior plan on ETV weekly, and assign mentors (accountability partners) for appropriate students. BPIE Team reviews and monitors data for children needing additional academic and behavioral support. 4

S239950

Strategy Rationale

Our goal is to make PBS and our school-wide traits part of our students' common language. Our goal is that consistent positive exposure, discourse and celebration all students will model defined appropriate behaviors. Our goal is to also consistently review plan and make appropriate changes if/when necessary.

Action Step 1 5

PBS & Data/Assessment team reflect and revise PBS plan, Celebrate School-wide behavior plan on ETV weekly, and assign mentors (accountability partners) for appropriate students. BPIE Team reviews and monitors data for children needing additional academic and behavioral support.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

PBS, BPIE and Data/Assessment team collect behavioral data and reflect/revise plan as needed.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

PBS, BPIE and Data/Assessment team collect behavioral data and reflect/revise plan as needed.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

We will use classroom, referral data as well as BIP for specific students to help monitor school-wide plan.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

PBS, BPIE and Data/Assessment team collect behavioral data and reflect/revise plan as needed.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

We will use classroom, referral data as well as BIP for specific students to help monitor school-wide plan.

G6. Five Star Goal--Our school-wide theme this year is "We are Wild About Learning at EES". In order for our school community to see how "wild" we are about learning our goal is have at least 80% of our parents participate in our weekly parent nights such as family mileage club, family reading night, FSA, ESOL parent nights as well as PTA and Science nights offered throughout the year. **1**

 G085545

G6.B1 Time needed for families to attend. Transportation to and from evening events. **2**

 B227423

G6.B1.S1 All students K-5 have access to the campus. All students and their families will be invited to a variety of our events on a weekly basis using remind messages, school website and newsletter. **4**

 S239951

Strategy Rationale

Items included with the description will help parents to prioritize, gain access and ultimately successfully reach our goal.

Action Step 1 **5**

Students and their families will have access to weekly events at EES.

Person Responsible

Mark Grossenbacher

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

Participation Logs, sign in sheets and climate survey..

Plan to Monitor Fidelity of Implementation of G6.B1.S1 **6**

EES Admin. and leadership teams periodically meet to plan and review events.

Person Responsible

Mark Grossenbacher

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Event Log, Sign in sheets and final products

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

EES Admin. and leadership teams periodically meet to plan and review events.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Event Log, Sign in sheets and climate survey

G7. EES will decrease the percentage of students with 10 or more absences by 4% from 30% to 26%. 1

 G085546

G7.B1 Transportation, family norms, healthy habits 2

 B227424

G7.B1.S1 EES will work with school, community and district resources to identify and assist families with attendance concerns. 4

 S239952

Strategy Rationale

The purpose is to provide identify families with the appropriate support and assistance needed.

Action Step 1 5

Identify students with previous and current attendance concerns and support with appropriate and specific needs.

Person Responsible

Mark Grossenbacher

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Weekly attendance reports reflected on at SWST; early warning system

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Principal will track attendance and work in partnership with SWST

Person Responsible

Mark Grossenbacher

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Attendance reports; early warning system

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Principal will track attendance and work in partnership with SWST and school guidance counselor.

Person Responsible

Mark Grossenbacher

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

attendance reports; early warning system

G8. By the year 2017, student proficiency in math will increase by two percentage points from 78% to 80%. 1

G085547

G8.B1 Finances, lack of support staff, online high stakes assessment, familiarity with the depth and complexity of newer curriculum (MAFS) as well as curriculum support materials. 2

B227425

G8.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs such as I Ready to monitor student progress. 4

S239953

Strategy Rationale

By increasing the instructional level of awareness teachers will become more familiar with data to guide them through teaching/assessing the curriculum for informative, enriching and intervention purposes. This will help guide lesson design using accountable talk to lead toward more accountable writing and best practices in math tiered toward specific student needs.

Action Step 1 5

Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Reports of I Ready diagnostic/practice as well as other tracking programs

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Students will continue to show gains and maintain level of proficiency in their high stakes achievement tests

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printouts of assessment and tracking reports and focused classroom walkthroughs

G8.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the MAFS. 4

 S239954

Strategy Rationale

Content Area Purposes will be guide teachers and students to the daily functioning of the MAFS and their relationship to the curriculum.

Action Step 1 5

Inform, train and monitor use of IFGs and their relationship to the MAFS.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs and lesson plan design.

Plan to Monitor Fidelity of Implementation of G8.B1.S2 6

Students will continue to show gains in their high stakes achievement tests

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G8.B1.S2 7

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher


Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printouts of assessment and tracking reports and focused classroom walkthroughs

G8.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognitivity as well as appropriate academic vocabulary. 4

 S239955

Strategy Rationale

The IFGs will direct teachers toward the curriculum as well as the 4 cognitive levels appropriate for the standard within the MAFS.

Action Step 1 5

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessment and appropriate uses of content specific academic vocabulary.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs and lesson plan design.

Plan to Monitor Fidelity of Implementation of G8.B1.S3 6

Students will continue to show gains in their high stakes achievement tests

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G8.B1.S3 7

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/22/2016 to 6/6/2017





















Evidence of Completion

Printouts of assessment and tracking reports and focused classroom walkthroughs

















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.MA1 M318576	Students will continue to show gains in their high stakes achievement tests and progress monitoring...	Grossenbacher, Mark	8/22/2016	Data collected from I Ready, District Benchmarks, and STAR Literacy will be collected and reviewed by Data/ Assessment team biweekly. This data will help guide progress, intervention and/or enrichment necessary.	6/6/2017 biweekly
G2.MA1 M318579	Students will continue to show gains in their high stakes achievement tests and progress monitoring...	Grossenbacher, Mark	8/22/2016	Students will continue to show gains in their high stakes achievement tests and progress monitoring assessments/ tracking programs.	6/6/2017 biweekly
G3.MA1 M318586	Students will continue to show gains in their high stakes achievement tests and progress monitoring...	Grossenbacher, Mark	8/22/2016	Data collected from I Ready, District Benchmarks, and STAR Literacy will be collected and reviewed by Data/ Assessment team biweekly. This data will help guide progress, intervention and/or enrichment necessary.	6/6/2017 biweekly
G4.MA1 M318593	Students will continue to show gains in their high stakes achievement tests and progress monitoring...	Grossenbacher, Mark	8/22/2016	Data collected from I Ready, District Benchmarks, and STAR Literacy will be collected and reviewed by Data/ Assessment team biweekly. This data will help guide progress, intervention and/or enrichment necessary.	6/6/2017 biweekly
G5.MA1 M318596	We will use classroom, referral data as well as BIP for specific students to help monitor...	Grossenbacher, Mark	8/22/2016	We will use classroom, referral data as well as BIP for specific students to help monitor school-wide plan.	6/6/2017 biweekly
G6.MA1 M318599	EES Admin. and leadership teams periodically meet to plan and review events.	Grossenbacher, Mark	8/22/2016	Event Log, Sign in sheets and climate survey	6/6/2017 biweekly
G7.MA1 M318602	Attendance reports for all grade level	Grossenbacher, Mark	8/22/2016	Attendance reports/early warning system for all grade levels reflected on by SWST.	6/6/2017 weekly
G8.MA1 M318609	Students will continue to show gains in their high stakes achievement tests and progress monitoring...	Grossenbacher, Mark	8/22/2016	Data collected from I Ready, District Benchmarks, etc. will be collected and reviewed by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment necessary.	6/6/2017 biweekly
G1.B1.S1.MA1 M318574	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/22/2016	Printouts of assessment and tracking reports and focused classroom walkthroughs	6/6/2017 biweekly
G1.B1.S1.MA1 M318575	Reports of I Ready diagnostic/practice as well as other tracking programs used to monitor student...	Grossenbacher, Mark	8/22/2016	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs	6/6/2017 biweekly
G1.B1.S1.A1 A310662	Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs...	Grossenbacher, Mark	8/22/2016	Reports of I Ready diagnostic/practice as well as other tracking programs	6/6/2017 biweekly
G2.B1.S1.MA1 M318577	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/22/2016	Printouts of assessment and tracking reports and focused classroom walkthroughs	6/6/2017 biweekly
G2.B1.S1.MA1 M318578	Students will continue to show gains and maintain level of proficiency in their high stakes...	Grossenbacher, Mark	8/22/2016	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs	6/6/2017 biweekly
G2.B1.S1.A1 A310663	Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs...	Grossenbacher, Mark	8/22/2016	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs	6/6/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1  M318580	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/22/2016	Printouts of assessment and tracking reports and focused classroom walkthroughs	6/6/2017 biweekly
G3.B1.S1.MA1  M318581	Students will continue to show gains and maintain level of proficiency in their high stakes...	Grossenbacher, Mark	8/22/2016	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs	6/6/2017 biweekly
G3.B1.S1.A1  A310664	Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs...	Grossenbacher, Mark	8/22/2016	Reports of I Ready diagnostic/practice as well as other tracking programs	6/6/2017 biweekly
G4.B1.S1.MA1  M318587	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/22/2016	Printouts of assessment and tracking reports and focused classroom walkthroughs	6/6/2017 biweekly
G4.B1.S1.MA1  M318588	Students will continue to show gains and maintain level of proficiency in their high stakes...	Grossenbacher, Mark	8/22/2016	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs	6/6/2017 biweekly
G4.B1.S1.A1  A310667	Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs...	Grossenbacher, Mark	8/22/2016	Reports of I Ready diagnostic/practice as well as other tracking programs	6/6/2017 biweekly
G5.B1.S1.MA1  M318594	PBS, BPIE and Data/Assessment team collect behavioral data and reflect/revise plan as needed.	Grossenbacher, Mark	8/22/2016	We will use classroom, referral data as well as BIP for specific students to help monitor school-wide plan.	6/6/2017 biweekly
G5.B1.S1.MA1  M318595	PBS, BPIE and Data/Assessment team collect behavioral data and reflect/revise plan as needed.	Grossenbacher, Mark	8/22/2016	We will use classroom, referral data as well as BIP for specific students to help monitor school-wide plan.	6/6/2017 biweekly
G5.B1.S1.A1  A310670	PBS & Data/Assessment team reflect and revise PBS plan, Celebrate School-wide behavior plan on ETV...	Grossenbacher, Mark	8/22/2016	PBS, BPIE and Data/Assessment team collect behavioral data and reflect/revise plan as needed.	6/6/2017 biweekly
G6.B1.S1.MA1  M318597	EES Admin. and leadership teams periodically meet to plan and review events.	Grossenbacher, Mark	8/22/2016	Event Log, Sign in sheets and climate survey	6/6/2017 biweekly
G6.B1.S1.MA1  M318598	EES Admin. and leadership teams periodically meet to plan and review events.	Grossenbacher, Mark	8/22/2016	Event Log, Sign in sheets and final products	6/6/2017 monthly
G6.B1.S1.A1  A310671	Students and their families will have access to weekly events at EES.	Grossenbacher, Mark	8/22/2016	Participation Logs, sign in sheets and climate survey..	6/6/2017 daily
G7.B1.S1.MA1  M318600	Principal will track attendance and work in partnership with SWST and school guidance counselor.	Grossenbacher, Mark	8/22/2016	attendance reports; early warning system	6/6/2017 weekly
G7.B1.S1.MA1  M318601	Principal will track attendance and work in partnership with SWST	Grossenbacher, Mark	8/22/2016	Attendance reports; early warning system	6/6/2017 weekly
G7.B1.S1.A1  A310672	Identify students with previous and current attendance concerns and support with appropriate and...	Grossenbacher, Mark	8/22/2016	Weekly attendance reports reflected on at SWST; early warning system	6/6/2017 weekly
G8.B1.S1.MA1  M318603	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/22/2016	Printouts of assessment and tracking reports and focused classroom walkthroughs	6/6/2017 biweekly
G8.B1.S1.MA1  M318604	Students will continue to show gains and maintain level of proficiency in their high stakes...	Grossenbacher, Mark	8/22/2016	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs	6/6/2017 biweekly
G8.B1.S1.A1  A310673	Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs...	Grossenbacher, Mark	8/22/2016	Reports of I Ready diagnostic/practice as well as other tracking programs	6/6/2017 biweekly
G3.B1.S2.MA1  M318582	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/22/2016	Printouts of assessment and tracking reports and focused classroom walkthroughs	6/6/2017 biweekly
G3.B1.S2.MA1  M318583	Students will continue to show gains in their high stakes achievement tests	Grossenbacher, Mark	8/22/2016	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs	6/6/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.A1  A310665	Inform, train and monitor use of IFGs and their relationship to the MAFS.	Grossenbacher, Mark	8/22/2016	Evidence from classroom walk-throughs, IPDPs and lesson plan design.	6/6/2017 biweekly
G4.B1.S2.MA1  M318589	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/22/2016	Printouts of assessment and tracking reports and focused classroom walkthroughs	6/6/2017 biweekly
G4.B1.S2.MA1  M318590	Students will continue to show gains in their high stakes achievement tests	Grossenbacher, Mark	8/22/2016	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs	6/6/2017 biweekly
G4.B1.S2.A1  A310668	Inform, train and monitor use of IFGs and their relationship to the LAFS.	Grossenbacher, Mark	8/22/2016	Evidence from classroom walk-throughs, IPDPs and lesson plan design.	6/6/2017 biweekly
G8.B1.S2.MA1  M318605	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/22/2016	Printouts of assessment and tracking reports and focused classroom walkthroughs	6/6/2017 biweekly
G8.B1.S2.MA1  M318606	Students will continue to show gains in their high stakes achievement tests	Grossenbacher, Mark	8/22/2016	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs	6/6/2017 biweekly
G8.B1.S2.A1  A310674	Inform, train and monitor use of IFGs and their relationship to the MAFS.	Grossenbacher, Mark	8/22/2016	Evidence from classroom walk-throughs, IPDPs and lesson plan design.	6/6/2017 biweekly
G3.B1.S3.MA1  M318584	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/22/2016	Printouts of assessment and tracking reports and focused classroom walkthroughs	6/6/2017 biweekly
G3.B1.S3.MA1  M318585	Students will continue to show gains in their high stakes achievement tests	Grossenbacher, Mark	8/22/2016	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs	6/6/2017 biweekly
G3.B1.S3.A1  A310666	Inform, train and monitor the relationship between grade level curriculum and the four cognitive...		8/22/2016	Evidence from classroom walk-throughs, IPDPs and lesson plan design.	6/6/2017 biweekly
G4.B1.S3.MA1  M318591	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/22/2016	Printouts of assessment and tracking reports and focused classroom walkthroughs	6/6/2017 biweekly
G4.B1.S3.MA1  M318592	Students will continue to show gains in their high stakes achievement tests	Grossenbacher, Mark	8/22/2016	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs	6/6/2017 biweekly
G4.B1.S3.A1  A310669	Inform, train and monitor the relationship between grade level curriculum and the four cognitive...	Grossenbacher, Mark	8/22/2016	Evidence from classroom walk-throughs, IPDPs and lesson plan design.	6/6/2017 biweekly
G8.B1.S3.MA1  M318607	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/22/2016	Printouts of assessment and tracking reports and focused classroom walkthroughs	6/6/2017 biweekly
G8.B1.S3.MA1  M318608	Students will continue to show gains in their high stakes achievement tests	Grossenbacher, Mark	8/22/2016	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs	6/6/2017 biweekly
G8.B1.S3.A1  A310675	Inform, train and monitor the relationship between grade level curriculum and the four cognitive...	Grossenbacher, Mark	8/22/2016	Evidence from classroom walk-throughs, IPDPs and lesson plan design.	6/6/2017 biweekly

V. Professional Development Opportunities

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

G1. By the year 2017, bottom quartile learning gains in reading will increase by 4% from 53% to 57%.

G1.B1 Finances, lack of support staff, year two on newer high stakes assessment, familiarity with the depth and complexity of newer curriculum LAFS as well as curriculum support materials.

G1.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs such as I Ready to monitor student progress.

PD Opportunity 1

Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Facilitator

Mark Grossenbacher/Ellen Ziarnicki

Participants

TGIF-PD format

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

G2. By the year 2017, bottom quartile learning gains in math will increase by 4% from 53% to 57%.

G2.B1 Finances, lack of support staff, online high stakes assessment, familiarity with the depth and complexity of newer curriculum (MAFS) as well as curriculum support materials.

G2.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs such as I Ready to monitor student progress.

PD Opportunity 1

Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Facilitator

Mark Grossenbacher and Ellen Ziarnicki

Participants

Staff, TGIF-PD format

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

G3. By the year 2017, student proficiency in Science will increase by two percentage points from 72% to 74%.

G3.B1 Finances, lack of support staff, continued emphasis on spiraling Science curriculum at all grade levels. Also, maintaining a driven focus on innovative science technologies.

G3.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs such as I Ready to monitor student progress and determining its relationship to Science.

PD Opportunity 1

Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Facilitator

Mark Grossenbacher and Ellen Ziarnicki

Participants

All Staff

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

G3.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the Science Standards.

PD Opportunity 1

Inform, train and monitor use of IFGs and their relationship to the MAFS.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

All Staff

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

G3.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognitivity as well as appropriate academic vocabulary.

PD Opportunity 1

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessment and appropriate uses of content specific academic vocabulary. Also, review CPALMS and its resources for staff.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

All Staff

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

G4. By the year 2017, student proficiency in ELA will increase by two percentage points from 73% to 75%.

G4.B1 Finances, lack of support staff, year two on newer high stakes assessment, familiarity with the depth and complexity of newer curriculum LAFS as well as curriculum support materials.

G4.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs such as I Ready to monitor student progress.

PD Opportunity 1

Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Facilitator

Mark Grossenbacher, Principal & Ellen Ziarnicki, Testing Coordinator

Participants

All Staff

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

G4.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the LAFS.

PD Opportunity 1

Inform, train and monitor use of IFGs and their relationship to the LAFS.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

All Staff

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

G4.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognitivity as well as appropriate academic vocabulary.

PD Opportunity 1

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessment and appropriate uses of content specific academic vocabulary.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

All Staff

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

G8. By the year 2017, student proficiency in math will increase by two percentage points from 78% to 80%.

G8.B1 Finances, lack of support staff, online high stakes assessment, familiarity with the depth and complexity of newer curriculum (MAFS) as well as curriculum support materials.

G8.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs such as I Ready to monitor student progress.

PD Opportunity 1

Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Facilitator

Mark Grossenbacher, Principal & Ellen Ziarnicki, Testing Coordinator

Participants

All Staff

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

G8.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the MAFS.

PD Opportunity 1

Inform, train and monitor use of IFGs and their relationship to the MAFS.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, TGIF-PD

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

G8.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognitivity as well as appropriate academic vocabulary.

PD Opportunity 1

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessment and appropriate uses of content specific academic vocabulary.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, TGIF-PD

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

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	Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.				\$0.00
2	G2.B1.S1.A1	Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.				\$0.00
3	G3.B1.S1.A1	Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.				\$0.00
4	G3.B1.S2.A1	Inform, train and monitor use of IFGs and their relationship to the MAFS.				\$0.00
5	G3.B1.S3.A1	Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessment and appropriate uses of content specific academic vocabulary. Also, review CPALMS and its resources for staff.				\$0.00
6	G4.B1.S1.A1	Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.				\$0.00
7	G4.B1.S2.A1	Inform, train and monitor use of IFGs and their relationship to the LAFS.				\$0.00
8	G4.B1.S3.A1	Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessment and appropriate uses of content specific academic vocabulary.				\$0.00
9	G5.B1.S1.A1	PBS & Data/Assessment team reflect and revise PBS plan, Celebrate School-wide behavior plan on ETV weekly, and assign mentors (accountability partners) for appropriate students. BPIE Team reviews and monitors data for children needing additional academic and behavioral support.				\$0.00
10	G6.B1.S1.A1	Students and their families will have access to weekly events at EES.				\$0.00
11	G7.B1.S1.A1	Identify students with previous and current attendance concerns and support with appropriate and specific needs.				\$0.00
12	G8.B1.S1.A1	Review I Ready data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0121 - Englewood Elementary School	Title II		\$0.00
			Notes: ESE will use Title II as well as support from PTA and local donors to assist with professional development.			
13	G8.B1.S2.A1	Inform, train and monitor use of IFGs and their relationship to the MAFS.				\$0.00

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14	G8.B1.S3.A1	Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessment and appropriate uses of content specific academic vocabulary.				\$1,673.73
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0121 - Englewood Elementary School	Title II		\$1,673.73
			Notes: Pending upload from state			
Total:						\$1,673.73