

Seminole County Public Schools

Eastbrook Elementary School



2016-17 Schoolwide Improvement Plan

Eastbrook Elementary School

5525 TANGERINE AVE, Winter Park, FL 32792

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

School Demographics

School Type 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	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	51%

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Seminole County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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 Eastbrook Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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 Eastbrook Elementary School is to ensure that all Pre-K-Grade 5 students acquire the knowledge, skills, and attitudes to be productive citizens.

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

The school encourages positive relationships between students and staff. Academic and behavioral expectations for students are firmly established at the beginning of the school year with additional guidance provided as the year progresses. We strive to ensure that students have access to needed counseling or mental health supports. The MTSS team works to help teachers better recognize students in need, assess at-risk students, and provide appropriate interventions and referrals. Eastbrook's "Eagle Buddy" program provides mentorship to students who need support by matching students to staff members who are willing to serve as mentors for the duration of the school year.

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

Eastbrook's Four School-Wide Expectations: Be safe, be responsible, be honest, be ready!

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.

Eastbrook Elementary School provides reinforcement of school wide procedures throughout the year using Positive Behavior Support, videos, assemblies and whole class modeling and practice to ensure students are aware of behavior expectations. Discipline data is monitored to ensure fair and equitable behavioral expectations and consequences for all students. A school wide recognition system is used to reward students who demonstrate good behavior. One "Eagle Excellence Award" is distributed for each grade level each day on the morning news, as well as a "Class of the Week" that is awarded to a class that follows the four school-wide Eastbrook Expectations.

Research based instructional practices are utilized to engage students, and teachers differentiate instruction to meet the needs of all learners. Teachers convey and review expectations for each learning activity. Class meetings occur in order to seek student feedback. The Multi-tiered System of Support team will be engaged in helping teachers better recognize students in need, assessing at-risk students and providing appropriate interventions and referrals, reinforcing students' positive behavior and good decision-making, and evaluating the effectiveness of ongoing safety efforts. Teachers participate in ongoing Professional Development in classroom management and engagement strategies.

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.

The MTSS team meets weekly to discuss students with barriers to academic and social success. Mentors and Dividend volunteers are assigned to students with academic and social needs through our "Eagle Buddies" program. The MTSS team will incorporate a Check-in/Check-out method to assist with students in need of positive adult interactions and positive feedback throughout the school day. Instruction and various campus activities that address social/emotional needs of students are provided. The MTSS team, which includes our school counselor, provides a differentiated delivery of services based on student/school need. This includes classroom guidance, workshops, assemblies, solution-focused small group counseling and intensive supports (individual counseling and referral to community resources) 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. 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

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and

other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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.

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

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

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

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.

Eastbrook Elementary School will coordinate Supplemental Academic Instruction funds to provide intervention for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The

coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rick Carver	Principal
Sam Vrochopoulos	Parent
Lisa Langston	Teacher
Christina Wimberly	Teacher
Donald Swift	Parent
Cornelius Mays	Teacher
Cristina Parson	Parent
Robyn Edwards	Parent
Dakota Slayter	Business/Community
Dana Crosby Collier	Parent
Melanie Shank	Parent
Scott Kunkle	Parent
Alice Hickey	Education Support Employee

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

Eastbrook Elementary School evaluation of the 2015-2016 School Improvement Plan indicates significant success in some areas, as evidenced by assessment data and Essential Survey results.

It is the opinion of the School Advisory Council as well as the leadership team that we continue to focus on increasing rigor and engagement in all classrooms in order to provide effective, standards-based instruction. A related area for growth was Collaborative Practices among teachers (as identified by 5Essentials Survey results).

b. Development of this school improvement plan

SAC has provided input and feedback to identify areas in need of school improvement for the 2016-17 school year. SAC has been involved in reviewing the school's local and state assessment data to make informed decisions regarding goal setting and the professional development focus for the upcoming year.

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

The SAC will divide their budget between professional development, materials and supplies, and substitutes for professional development. The total budget for the 2016-17 school year is \$4,120.18.

\$1560.09--Substitutes will be provided to enhance collaboration between teachers by providing time to participate in extended planning and instructional rounds.

\$1560.09--Professional development funds will assist teachers in attending trainings related to the school improvement plan.

\$1000.00--These funds will be set aside to purchase supplies and materials.

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

The SAC divided their budget between professional development, materials and supplies, and substitutes for professional development. The total budget for the 2015-16 school year was \$4,960.00.

\$2480.00--Substitutes were provided to enhance collaboration between teachers (extended planning) related to the school's professional development plan.

\$1480.00--Professional development funds were utilized for teachers to attend trainings related to the school improvement plan and professional development plan.

\$1000.00--These funds were utilized to purchase supplies and materials.

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
Carver, Ricky	Principal
Calegan, Kristy	Instructional Coach
Zeiger, Janice	Assistant Principal

b. Duties

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

The major initiatives of the Literacy Leadership Team are to develop teachers' understanding of how to use assessment data to make informed decisions regarding instruction, as well as how to utilize the Seminole County Instructional ELA Framework. Eastbrook's reading committee members provide input and recommendations throughout the school year. This committee is made up of faculty members who are committed to developing a "culture of reading" at Eastbrook Elementary.

Literacy will be promoted in a variety of ways, including but not limited to the following: Sunshine State Readers initiative, Accelerated Reader in grades 2 through 5, family literacy nights, support of high-quality classroom libraries, engaging read aloud experiences, and time for students to read each day. Eastbrook faculty members understand the importance of putting reading in a positive light, especially when working with reluctant readers. Modeling a love for reading is essential. The media center is open to fifth grade students three mornings a week to provide additional access to the library

for reading and research.

RAP (Reading Acceleration Program) is an active volunteer program at Eastbrook that matches tutors with first grade students who need reading support. Tutors work with individual students once a week for 30 minutes. The Literacy Leadership Team ensures that volunteers have adequate training and access to appropriate materials.

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.

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

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

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

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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.

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

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.

Faculty members utilize data from iStation, common trimester assessments, Florida Standards Assessments, DRA, and FCAT Science in order to differentiate the instruction to meet the needs of all learners. Eastbrook Elementary students participate in a thirty minute intervention block on a daily basis where student are grouped homogeneously in order to remediate or enrich skills. This block is known as SOAR or "Success of All Readers" at Eastbrook. During this time, some students have the opportunity to attend Spanish and STEM enrichment classes. Teachers differentiate the instruction within their classrooms as well, and students in need of additional academic support are referred to the school's MTSS team.

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: After School Program

Minutes added to school year: 2,550

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Extended School Day

Minutes added to school year: 2,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Extended School Day

Minutes added to school year: 1,200

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Extended School Day

Minutes added to school year: 2,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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

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.

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

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

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

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.

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

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

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

N/A

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

N/A

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.

N/A

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.

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.

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.** Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other: and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and Science.

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. Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other: and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and Science. 1a

G086337

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	62.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	50.0
FSA ELA Achievement	62.0
Math Gains	65.0
Math Lowest 25% Gains	50.0
5Es Score: Collaborative Teachers	50.0
FCAT 2.0 Science Proficiency	62.0

Targeted Barriers to Achieving the Goal 3

- Varying levels of collective responsibility and collaborative planning among grade level and departmentalized teams
- Varying levels of expertise in the area of data analysis and utilizing that data to drive instruction
- Varying levels of understanding of rigor required by the standards, as well as the importance of providing opportunities for students to actively process content with peers

Resources Available to Help Reduce or Eliminate the Barriers 2

-
- Job-embedded opportunities for high-quality professional development on research-based instructional strategies
- Extended blocks of time to collaborate with colleagues and instructional leaders
- Support from district personnel and administrators on data-analysis and rigorous instruction

Plan to Monitor Progress Toward G1. 8

Administration and leadership team members will analyze student performance data from both formative and summative assessments and teacher performance through focused classroom visits with timely feedback.

Person Responsible

Ricky Carver

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Evidence will be comprised of PLC meeting minutes, student data folders, iObservation data, and assessment data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other: and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and Science. 1

 G086337

G1.B1 Varying levels of collective responsibility and collaborative planning among grade level and departmentalized teams 2

 B229412

G1.B1.S1 Provide time for grade level teams to participate in instructional rounds and to plan collaboratively using the instructional plans, as well as the SCPS instructional model. 4

 S242007

Strategy Rationale

Teachers must have opportunities to visit other classrooms and discuss research-based instructional practices in order to improve their craft.

Action Step 1 5

Administration will provide each grade level team with 1/2 day of substitute coverage for in depth planning and instructional rounds. This will occur twice per year.

Person Responsible

Ricky Carver

Schedule

Semiannually, from 10/3/2016 to 5/26/2017

Evidence of Completion

The evidence will be comprised of meeting minutes and lesson plans with learning goals and scales.

Action Step 2 5

The reading coach and assistant principal will conduct instructional rounds with members of grade level teams. This will occur on planning days in order to ensure substitute coverage and time to debrief.

Person Responsible

Janice Zeiger

Schedule

Semiannually, from 10/3/2016 to 5/26/2017

Evidence of Completion

The evidence will be comprised of notes taken during classroom visits and minutes from discussions that follow.

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

Planning days will be scheduled and information on instructional rounds will be provided in advance to ensure that strategy is implemented with fidelity.

Person Responsible

Janice Zeiger

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Evidence will be comprised of meeting notes from extended planning as well as notes taken during instructional rounds.

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

School leaders will survey teachers, conduct classroom visits, and analyze assessment data.

Person Responsible

Ricky Carver

Schedule

Monthly, from 10/3/2016 to 5/26/2017


Evidence of Completion

Evidence will be comprised of survey data, observation data, and assessment data.

G1.B2 Varying levels of expertise in the area of data analysis and utilizing that data to drive instruction **2**

 B229413

G1.B2.S1 Provide professional development to teachers as they develop a more comprehensive understanding of how to utilize data from both formative and summative assessments to drive instruction. Emphasis will be placed on closing achievement gaps, increasing learning gains for the bottom quartile, and providing advanced opportunities for high achieving students. **4**

 S242008

Strategy Rationale

Teachers must know how to effectively analyze data in order to provide differentiated, research-based instruction.

Action Step 1 **5**

Provide grade level teams with district level training on utilizing EdInsight to conduct in depth analysis of common trimester assessment data.

Person Responsible

Janice Zeiger

Schedule

On 11/16/2016

Evidence of Completion

Evidence will be comprised of the training agenda and related handouts.

Action Step 2 **5**

Provide ongoing support on utilizing data from both formative and summative assessments to drive classroom instruction for all students.

Person Responsible

Janice Zeiger

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Evidence will be comprised of meeting minutes, data notebooks, and MTSS meeting notes.

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

School leaders will discuss progress at each leadership team meeting to ensure that ongoing support is being provided to all grade levels.

Person Responsible

Ricky Carver

Schedule

Monthly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Evidence will be comprised of meeting minutes and data notebooks.

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

School leaders will meet with teachers regularly to analyze data. School leaders will monitor weekly PLC minutes to ensure that assessment data is being discussed and used to drive instruction. Emphasis will be placed on closing achievement gaps, increasing learning gains for the bottom quartile, and providing advanced opportunities for high achieving students.

Person Responsible

Ricky Carver

Schedule

Biweekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Evidence will be comprised of meeting minutes and pertinent data.

G1.B2.S2 Require that all classroom teachers implement student-owned progress monitoring systems to ensure students know and understand their performance levels, strengths, areas of needed improvement, and ways to access support. 4

S242009

Strategy Rationale

Students also have a role to play in data analysis. They should be provided opportunities to track their progress on learning goals over time. Encouraging students to reflect on their effort and understanding regularly helps them "own" their learning and fosters a growth mindset in the classroom.

Action Step 1 5

Require that teachers utilize data folders or binders to help students track their own progress.

Person Responsible

Ricky Carver

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Evidence will be comprised of data notebooks, scales, and work samples.

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

Members of the leadership team will meet with teachers to discuss guidelines for student-owned progress monitoring and will visit classrooms to hold occasional "data chats" with students.

Person Responsible

Janice Zeiger

Schedule

Triannually, from 10/3/2016 to 5/26/2017

Evidence of Completion

Evidence will be comprised of meeting minutes and student samples.

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

The leadership team will encourage teachers to provide opportunities for students to share data and reflect on progress in authentic ways, such as data chats, student-led conferences, and celebrations.

Person Responsible

Janice Zeiger

Schedule

Monthly, from 10/3/2016 to 5/26/2017


Evidence of Completion

Evidence will be comprised of notes from conferences, parent night brochures, and student data folders.

G1.B3 Varying levels of understanding of rigor required by the standards, as well as the importance of providing opportunities for students to actively process content with peers **2**

 B229414

G1.B3.S1 Provide professional development to teachers that fosters an understanding of the vertical progression and how to deconstruct (or unpack) standards. **4**

 S242010

Strategy Rationale

Teachers must have a comprehensive understanding of the level of rigor required for each grade level standard to provide effective instruction.

Action Step 1 **5**

Provide teachers with additional training on deconstructing standards and depths of complexity.

Person Responsible

Janice Zeiger

Schedule

On 11/2/2016

Evidence of Completion

Evidence will be comprised of training materials and artifacts from teacher work session.

Action Step 2 **5**

Provide teacher leaders with additional training on the SCPS instructional model, specifically on Design Question 3 (Deepening Understanding of Content)

Person Responsible

Janice Zeiger

Schedule

On 11/14/2016

Evidence of Completion

Evidence will be comprised of training powerpoint, team charts, academic notebooks, and PD surveys.

Action Step 3 5

Provide grade level teams with district level math support to help them develop a more comprehensive understanding of the instructional plan, as well as the level of rigor required by math standards.

Person Responsible

Janice Zeiger

Schedule

On 10/14/2016

Evidence of Completion

Evidence will be comprised of training documents and PD surveys.

Action Step 4 5

Provide grade level teams with district level ELA support to help them develop a more comprehensive understanding of the instructional plan, as well as the level of rigor required by ELA standards.

Person Responsible

Kristy Calegan

Schedule

On 10/4/2016

Evidence of Completion

Evidence will be comprised of meeting minutes and coaching notes.

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

School leaders will meet with the ELA specialist prior to PLC meetings to share data and clarify goals. The instructional coach will visit classrooms with the ELA specialist.

Person Responsible

Janice Zeiger

Schedule

On 10/14/2016

Evidence of Completion

Evidence will be comprised of meeting minutes, handouts, and pertinent data.

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

School leaders will visit classrooms to ensure that students are having opportunities to actively process and deepen their understanding of ELA content and processes. School leaders will monitor lesson plans to ensure that plans are aligned with the instructional plan and that instruction reaches the rigor required by the standards.

Person Responsible

Ricky Carver

Schedule

Weekly, from 11/2/2016 to 5/26/2017

Evidence of Completion

Evidence will be comprised of weekly lesson plans and iObservation data.

G1.B3.S2 Provide professional development to teachers that fosters a more comprehensive understanding of what it means for students to actively process content with peers, as well as cognitive engagement. 4

 S242011

Strategy Rationale

Having an in-depth understanding of the standards is essential, but teachers must also understand the importance of providing opportunities for students to actively process content in their classrooms. Being able to distinguish between ritual compliance and student engagement is crucial.

Action Step 1 5

Provide opportunities for teachers to attend breakout sessions led by colleagues on a variety of topics that relate to student engagement.

Person Responsible

Janice Zeiger

Schedule

Monthly, from 11/7/2016 to 5/26/2017

Evidence of Completion

Evidence will be comprised of breakout session schedules, training handouts, and notes from planning sessions.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

School leaders will collaborate with teacher leaders to determine the scope of sessions and will assist with preparation.

Person Responsible

Janice Zeiger

Schedule

Monthly, from 11/7/2016 to 5/26/2017

Evidence of Completion

Evidence will be comprised of meeting notes, photos and charts from sessions, and PD surveys.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

School leaders will visit classrooms to ensure that students are cognitively engaged and that they are being given opportunities to actively process content with peers.

Person Responsible

Ricky Carver

Schedule

Weekly, from 11/7/2016 to 5/26/2017

Evidence of Completion

Evidence will be comprised of weekly lesson plans, iObservation data, and student work samples.

G1.B3.S3 Provide professional development to teachers who are new to the district on the SCPS instructional model, as well as ongoing support. 4

 S242012

Strategy Rationale

New teachers require a thorough understanding of the SCPS instructional model in order to provide effective instruction that is in line with the goals of the district.

Action Step 1 5

Provide new teachers with initial training on the SCPS instructional model.

Person Responsible

Janice Zeiger

Schedule

On 10/21/2016

Evidence of Completion

Evidence will be comprised of training documents, charts/pictures, and PD surveys.

Action Step 2 5

Provide new teachers with the ongoing support of an instructional coach and new teacher mentor.

Person Responsible

Kristy Calegan

Schedule

Biweekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Evidence will be comprised of meeting notes and observation data.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

School leaders will meet with the instructional coach to ensure that the coaching cycle is taking place.

Person Responsible

Ricky Carver

Schedule

Biweekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Evidence will be comprised of meeting notes, observation data, and any pertinent resources shared.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

School leaders will meet with new teachers to provide additional support and will visit classrooms frequently to monitor progress.

Person Responsible

Janice Zeiger

Schedule

Biweekly, from 10/3/2016 to 5/26/2017








Evidence of Completion

Evidence will be comprised of meeting notes, iObservation data, and any pertinent resources shared.

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.B3.S1.A4 A313261	Provide grade level teams with district level ELA support to help them develop a more comprehensive...	Calegan, Kristy	10/4/2016	Evidence will be comprised of meeting minutes and coaching notes.	10/4/2016 one-time
G1.B3.S1.MA1 M323120	School leaders will meet with the ELA specialist prior to PLC meetings to share data and clarify...	Zeiger, Janice	10/14/2016	Evidence will be comprised of meeting minutes, handouts, and pertinent data.	10/14/2016 one-time
G1.B3.S1.A3 A313260	Provide grade level teams with district level math support to help them develop a more...	Zeiger, Janice	10/14/2016	Evidence will be comprised of training documents and PD surveys.	10/14/2016 one-time
G1.B3.S3.A1 A313263	Provide new teachers with initial training on the SCPS instructional model.	Zeiger, Janice	10/21/2016	Evidence will be comprised of training documents, charts/pictures, and PD surveys.	10/21/2016 one-time
G1.B3.S1.A1 A313258	Provide teachers with additional training on deconstructing standards and depths of complexity.	Zeiger, Janice	11/2/2016	Evidence will be comprised of training materials and artifacts from teacher work session.	11/2/2016 one-time
G1.B3.S1.A2 A313259	Provide teacher leaders with additional training on the SCPS instructional model, specifically on...	Zeiger, Janice	11/14/2016	Evidence will be comprised of training powerpoint, team charts, academic notebooks, and PD surveys.	11/14/2016 one-time
G1.B2.S1.A1 A313255	Provide grade level teams with district level training on utilizing EdInsight to conduct in depth...	Zeiger, Janice	11/16/2016	Evidence will be comprised of the training agenda and related handouts.	11/16/2016 one-time
G1.MA1 M323125	Administration and leadership team members will analyze student performance data from both...	Carver, Ricky	10/3/2016	Evidence will be comprised of PLC meeting minutes, student data folders, iObservation data, and assessment data.	5/26/2017 monthly
G1.B1.S1.MA1 M323113	School leaders will survey teachers, conduct classroom visits, and analyze assessment data.	Carver, Ricky	10/3/2016	Evidence will be comprised of survey data, observation data, and assessment data.	5/26/2017 monthly
G1.B1.S1.MA1 M323114	Planning days will be scheduled and information on instructional rounds will be provided in advance...	Zeiger, Janice	10/3/2016	Evidence will be comprised of meeting notes from extended planning as well as notes taken during instructional rounds.	5/26/2017 monthly
G1.B1.S1.A1 A313253	Administration will provide each grade level team with 1/2 day of substitute coverage for in depth...	Carver, Ricky	10/3/2016	The evidence will be comprised of meeting minutes and lesson plans with learning goals and scales.	5/26/2017 semiannually
G1.B1.S1.A2 A313254	The reading coach and assistant principal will conduct instructional rounds with members of grade...	Zeiger, Janice	10/3/2016	The evidence will be comprised of notes taken during classroom visits and minutes from discussions that follow.	5/26/2017 semiannually
G1.B2.S1.MA1 M323115	School leaders will meet with teachers regularly to analyze data. School leaders will monitor...	Carver, Ricky	10/3/2016	Evidence will be comprised of meeting minutes and pertinent data.	5/26/2017 biweekly
G1.B2.S1.MA1 M323116	School leaders will discuss progress at each leadership team meeting to ensure that ongoing support...	Carver, Ricky	10/3/2016	Evidence will be comprised of meeting minutes and data notebooks.	5/26/2017 monthly
G1.B2.S1.A2 A313256	Provide ongoing support on utilizing data from both formative and summative assessments to drive...	Zeiger, Janice	10/3/2016	Evidence will be comprised of meeting minutes, data notebooks, and MTSS meeting notes.	5/26/2017 monthly
G1.B3.S1.MA1 M323119	School leaders will visit classrooms to ensure that students are having opportunities to actively...	Carver, Ricky	11/2/2016	Evidence will be comprised of weekly lesson plans and iObservation data.	5/26/2017 weekly
G1.B2.S2.MA1 M323117	The leadership team will encourage teachers to provide opportunities for students to share data and...	Zeiger, Janice	10/3/2016	Evidence will be comprised of notes from conferences, parent night brochures, and student data folders.	5/26/2017 monthly
G1.B2.S2.MA1 M323118	Members of the leadership team will meet with teachers to discuss guidelines for student-owned...	Zeiger, Janice	10/3/2016	Evidence will be comprised of meeting minutes and student samples.	5/26/2017 triannually

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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
G1.B2.S2.A1  A313257	Require that teachers utilize data folders or binders to help students track their own progress.	Carver, Ricky	10/3/2016	Evidence will be comprised of data notebooks, scales, and work samples.	5/26/2017 weekly
G1.B3.S2.MA1  M323121	School leaders will visit classrooms to ensure that students are cognitively engaged and that they...	Carver, Ricky	11/7/2016	Evidence will be comprised of weekly lesson plans, iObservation data, and student work samples.	5/26/2017 weekly
G1.B3.S2.MA1  M323122	School leaders will collaborate with teacher leaders to determine the scope of sessions and will...	Zeiger, Janice	11/7/2016	Evidence will be comprised of meeting notes, photos and charts from sessions, and PD surveys.	5/26/2017 monthly
G1.B3.S2.A1  A313262	Provide opportunities for teachers to attend breakout sessions led by colleagues on a variety of...	Zeiger, Janice	11/7/2016	Evidence will be comprised of breakout session schedules, training handouts, and notes from planning sessions.	5/26/2017 monthly
G1.B3.S3.MA1  M323123	School leaders will meet with new teachers to provide additional support and will visit classrooms...	Zeiger, Janice	10/3/2016	Evidence will be comprised of meeting notes, iObservation data, and any pertinent resources shared.	5/26/2017 biweekly
G1.B3.S3.MA1  M323124	School leaders will meet with the instructional coach to ensure that the coaching cycle is taking...	Carver, Ricky	10/3/2016	Evidence will be comprised of meeting notes, observation data, and any pertinent resources shared.	5/26/2017 biweekly
G1.B3.S3.A2  A313264	Provide new teachers with the ongoing support of an instructional coach and new teacher mentor.	Calegan, Kristy	10/3/2016	Evidence will be comprised of meeting notes and observation data.	5/26/2017 biweekly

V. Professional Development Opportunities

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

G1. Administrators and Teachers at all schools and at the district office will (a) seek to develop appropriate relationships with their students, parents, and each other: and (b) implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth (ALG) for one year of instruction in ELA, Math and Science.

G1.B1 Varying levels of collective responsibility and collaborative planning among grade level and departmentalized teams

G1.B1.S1 Provide time for grade level teams to participate in instructional rounds and to plan collaboratively using the instructional plans, as well as the SCPS instructional model.

PD Opportunity 1

The reading coach and assistant principal will conduct instructional rounds with members of grade level teams. This will occur on planning days in order to ensure substitute coverage and time to debrief.

Facilitator

Janice Zeiger and Kristy Calegan

Participants

Members of Grade Level Teams

Schedule

Semiannually, from 10/3/2016 to 5/26/2017

G1.B2 Varying levels of expertise in the area of data analysis and utilizing that data to drive instruction

G1.B2.S1 Provide professional development to teachers as they develop a more comprehensive understanding of how to utilize data from both formative and summative assessments to drive instruction. Emphasis will be placed on closing achievement gaps, increasing learning gains for the bottom quartile, and providing advanced opportunities for high achieving students.

PD Opportunity 1

Provide grade level teams with district level training on utilizing EdInsight to conduct in depth analysis of common trimester assessment data.

Facilitator

This training will be facilitated by Donna Lyons, MTSS/EdInsight specialist.

Participants

Grade Level Teams

Schedule

On 11/16/2016

G1.B3 Varying levels of understanding of rigor required by the standards, as well as the importance of providing opportunities for students to actively process content with peers

G1.B3.S1 Provide professional development to teachers that fosters an understanding of the vertical progression and how to deconstruct (or unpack) standards.

PD Opportunity 1

Provide teachers with additional training on deconstructing standards and depths of complexity.

Facilitator

Dr. Karen Shearer, Teacher Leader and Graduate of the UF Coaching Institute

Participants

Faculty

Schedule

On 11/2/2016

PD Opportunity 2

Provide teacher leaders with additional training on the SCPS instructional model, specifically on Design Question 3 (Deepening Understanding of Content)

Facilitator

Janice Zeiger, Assistant Principal and Kristy Calegan, Instructional Coach

Participants

Teacher Leaders (two representatives from each grade level team)

Schedule

On 11/14/2016

PD Opportunity 3

Provide grade level teams with district level math support to help them develop a more comprehensive understanding of the instructional plan, as well as the level of rigor required by math standards.

Facilitator

Hanady Elsayed, Elementary Math Specialist

Participants

Third, Fourth, and Fifth Grade Math Teachers

Schedule

On 10/14/2016

PD Opportunity 4

Provide grade level teams with district level ELA support to help them develop a more comprehensive understanding of the instructional plan, as well as the level of rigor required by ELA standards.

Facilitator

Shannon Cadden, Elementary ELA Specialist

Participants

Fourth and Fifth Grade ELA Teachers

Schedule

On 10/4/2016

G1.B3.S2 Provide professional development to teachers that fosters a more comprehensive understanding of what it means for students to actively process content with peers, as well as cognitive engagement.

PD Opportunity 1

Provide opportunities for teachers to attend breakout sessions led by colleagues on a variety of topics that relate to student engagement.

Facilitator

Teacher Leaders

Participants

Faculty (self-chosen sessions)

Schedule

Monthly, from 11/7/2016 to 5/26/2017

G1.B3.S3 Provide professional development to teachers who are new to the district on the SCPS instructional model, as well as ongoing support.

PD Opportunity 1

Provide new teachers with initial training on the SCPS instructional model.

Facilitator

Janice Zeiger, Assistant Principal

Participants

Teachers who are new to the profession or new to the district

Schedule

On 10/21/2016

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	Administration will provide each grade level team with 1/2 day of substitute coverage for in depth planning and instructional rounds. This will occur twice per year.				\$2,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	140-Substitute Teachers	0531 - Eastbrook Elementary School	Other		\$2,800.00
			Notes: paid for with professional development funds			
2	G1.B1.S1.A2	The reading coach and assistant principal will conduct instructional rounds with members of grade level teams. This will occur on planning days in order to ensure substitute coverage and time to debrief.				\$0.00
3	G1.B2.S1.A1	Provide grade level teams with district level training on utilizing EdInsight to conduct in depth analysis of common trimester assessment data.				\$0.00
4	G1.B2.S1.A2	Provide ongoing support on utilizing data from both formative and summative assessments to drive classroom instruction for all students.				\$0.00
5	G1.B2.S2.A1	Require that teachers utilize data folders or binders to help students track their own progress.				\$0.00
6	G1.B3.S1.A1	Provide teachers with additional training on deconstructing standards and depths of complexity.				\$0.00
7	G1.B3.S1.A2	Provide teacher leaders with additional training on the SCPS instructional model, specifically on Design Question 3 (Deepening Understanding of Content)				\$840.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	140-Substitute Teachers	0531 - Eastbrook Elementary School	School Improvement Funds		\$840.00
8	G1.B3.S1.A3	Provide grade level teams with district level math support to help them develop a more comprehensive understanding of the instructional plan, as well as the level of rigor required by math standards.				\$0.00
9	G1.B3.S1.A4	Provide grade level teams with district level ELA support to help them develop a more comprehensive understanding of the instructional plan, as well as the level of rigor required by ELA standards.				\$0.00
10	G1.B3.S2.A1	Provide opportunities for teachers to attend breakout sessions led by colleagues on a variety of topics that relate to student engagement.				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0531 - Eastbrook Elementary School			\$150.00

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			Notes: paid for with professional development funds			
11	G1.B3.S3.A1	Provide new teachers with initial training on the SCPS instructional model.				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2110	100-Salaries	0531 - Eastbrook Elementary School	Other		\$150.00
			Notes: paid for with professional development funds			
12	G1.B3.S3.A2	Provide new teachers with the ongoing support of an instructional coach and new teacher mentor.				\$0.00
Total:						\$3,940.00