

Eustis Elementary School



2016-17 Schoolwide Improvement Plan

Eustis Elementary School

714 E CITRUS AVE, Eustis, FL 32726

<https://eel.lake.k12.fl.us/>

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	75%
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	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	B	D

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Lake 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 Eustis 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.

Every Student
Every Day
Successfully achieves to his or her potential
EES students are C2 ready!

b. Provide the school's vision statement.

Eustis Elementary has the vision of ALL students being college and career ready.

2. School Environment

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

During the 2016-17 school year EES will celebrate the many cultures found in our school. We will set aside a day this school year to celebrate the different cultures represented at EES.

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

Eustis Elementary creates an environment where students feel safe and respected by using Positive Behavior Support. This school year we are doing a book study on "Conscious Discipline" which will help the teachers with additional strategies to support our struggling students.

We also publish a discipline ladder to the parents and students so that everyone knows the expectations. We have students in 5th grade who serve as safety patrols to keep the students safe before and after school.

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.

Eustis Elementary has used the Positive Behavior support system for the 4 years I have been principal. We train the classified staff as well as all instructional staff yearly. There is a discipline ladder that includes consequences for misbehavior. Administrators has conversations regularly through grade level meetings and RTI meetings about which students cause disruptions and we often provide our offices as a time out place so that the other students are not disturbed.

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.

Eustis Elementary school ensures that the social-emotional needs of all students are met in many ways. The administrative team mentors students. We recruit outside mentors as much as possible. Our guidance counselor provides LEAPS lessons for those students who are identified as Tier 3 RTI.

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.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

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

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

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

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

Our goal for parent involvement is to have 90% of our parents attend 2 or more scheduled parent activities. Specific parent engagement opportunities will be scheduled every month beginning with the Curriculum Nights in September.

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.

The Eustis Kiwanis club sponsors a Terrific Kids luncheon once a month to recognize students who show good citizenship. Mrs. Henry has reached out to the Bates Avenues organization for assistance in

getting some parent education programs going in that area. We have also had several businesses sponsor some special projects that we have to raise funds for student incentives.

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
Sawchuk, Kay	Principal
Henry, Tammie	Assistant Principal
Stubbs, Melinda	Instructional Coach
Miller, Cindy	School Counselor
Hudson, Becky	Other
StoneKing, Jennifer	
Braswell, Leah	Administrative Support

b. Duties

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

Principal, Kay Sawchuk, leads the team, monitors data, sits in the Multi Tiered Support System meetings as much as possible. Assistant Principal, Tammie Henry, is responsible for the discipline, safety, and Positive Behavior Support implementation. Curriculum Resource Teacher, Leah Braswell, is responsible for ELL monitoring, WIDA testing, Science Technology and Math initiatives. Accelerated Resource Teacher, Becky Hudson, is responsible for monitoring and helping with intervention for students who scored in the bottom 25% on FSA Math and/or ELA as well as assisting teachers with math curriculum. Literacy Coach, Melinda Stubbs, serves on the MTSS team and provides assistance to teachers with the ELA curriculum. She also mentors a group of students. She also works with a group of 3rd grade students who are at risk for failing the ELA part of the FSA.

Shared decision making is done in several ways. The ART, CRT, and literacy coach work with assigned grade levels to ensure that each grade level has the resources needed in the classroom. Grade chairs meet quarterly with Mrs. Sawchuk to bring concerns to the group so that changes that need to be made can be made.

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.

Eustis Elementary has an MTSS team that consists of an administrator, guidance counselor, and literacy coach. Under the new guidelines this team meets after the progress monitoring assessments are given for students who are in Tier 2. For Tier 3 students meetings are held monthly. Progress of students is noted, intervention fidelity is reviewed and recommendations for continuing Tier 2 support

or moving students to Tier 3 support are made.

The Accelerate Resource Teacher is provided to EES through Title 2 funds.

SAI monies are provided and used for tutoring students in grades 3-5 in ELA and Math after school.

Title X, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Renee Isabelle	Teacher
Maria Parra	Education Support Employee
Kay Sawchuk	Principal
Renee Isabelle	Teacher
Tuschena Scott	Teacher
James Melanson	Parent
Lori Baxley	Parent
Jalexsa Ortiz	Parent
Cartina Craft	Parent
Elyse Tischner	Parent
Aja Lake	Parent

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

Last year's School Improvement plan was reviewed by the current SAC during the 2016-2017 school year. Strategies used in Math were successful and resulted in ranking in the top 10% of all schools in improvement in math achievement.

b. Development of this school improvement plan

The SAC will review, approve and oversee the implementation of the school improvement plan.

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

The schools annual budget will be reviewed during the 2016-2017 school year.

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

Eustis Elementary received some roll forward SAC money which was used to purchase technology for the classroom.

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
Stubbs, Melinda	Instructional Coach
Sawchuk, Kay	
Hadley, Heather	Instructional Media

b. Duties

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

The LLT will monitor AR goals, plan Literacy Week activities and plan parent engagement activities. This team meets quarterly to discuss progress towards goals of AR and Superintendent's reading challenge. They also monitor Istation and Write Score data on a quarterly basis.

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.

In summer prior to the 2016-17 school year teachers were given an opportunity to plan with their grade levels through a writing team. This writing team was tasked with creating a focus calendar for the year. Collaborative planning takes place in many ways. Each grade level was given subs for a half day in order to plan activities around the standards. This collaboration will occur two more times.

Each grade level must have collaborative planning time during the school week. This planning is done during their plan time and is documented with minutes that are sent to Mrs. Sawchuk. Also, once a month grade level PLC's are conducted for the purpose of lesson study.

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

When hiring, the administration makes sure to hire highly qualified teachers when at all possible. Mentors are assigned to new teachers to the profession as well as new teachers to Eustis Elementary. The person who represents EES as TQR is Tammie Henry. She is the liason between the district and the school.

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

At EES we have no new teachers therefore we do not have any mentoring.

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.

Eustis Elementary uses collaborative planning and lesson study to ensure that core instructional programs and materials are aligned to Florida's standards. Teachers are using the blueprints as a resource when planning instruction to ensure they are rolling out the standards necessary for students to be proficient on the FSA.

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.

Eustis Elementary school uses data from Istation, STAR, i-Ready and Write Score to determine the instructional level of students in reading, writing and math. This data is used for small group intervention, AR goals as well as MTSS. Student's spend time on Istation and i-Ready in addition to other instruction. The amount of time students spend on Istation and i-Ready is based on the diagnostic assessment.

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: 60

Students in grades 3-5 are given an opportunity to be involved in STEM Club. This club meets weekly throughout the school year starting in October.

Strategy Rationale

Giving students opportunities to have hands on experience with STEM activities will help them in developing the math and science skills necessary to excel academically in these area.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Braswell, Leah, braswelll@lake.k12.fl.us

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

We will use data from the beginning of the year Science assessment as well as i-Ready math diagnostic as baseline. Effectiveness will be determined by scores on FSA math as well as FCAT science.

Strategy: Extended School Day

Minutes added to school year: 1,800

After school tutoring will be offered 2 times a week for students in grades 3-5 to targeted students.

Strategy Rationale

Students who are at risk often need more time than provided in a school day. Tutoring sessions are designed to give students more practice with the gap skills they are missing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Braswell, Leah, braswelll@lake.k12.fl.us

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

The data that will be used to determine effectiveness of strategy will include: progress monitoring data from i-Ready, Istation and STAR reading.

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.

To assist with transition we have local Headstart students come and tour EES. We also have a couple of meetings in the Spring and invite prospective Kindergarten parents to attend. These meetings give the parents an opportunity to meet the Kindergarten teachers and other staff members. We also provide information about the curriculum.

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.

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

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

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.

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.** Through a culture of high expectations for learning, Eustis Elementary School teachers will challenge students to meet proficiency levels by develop engaging, standards-based lessons and providing targeted feedback.
- G2.** Administrators, teachers, staff, parents and students will work together to increase student attendance with students who are chronically absent as well as reduce the number of referrals for disrespect, careless or malicious acts and battery without injury.

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. Through a culture of high expectations for learning, Eustis Elementary School teachers will challenge students to meet proficiency levels by develop engaging, standards-based lessons and providing targeted feedback. 1a

G086833

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0
FSA ELA Achievement	54.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of Comprehensive Literacy Program
- Faculty lack knowledge of how to use programs such as Istation and I-ready to their fullest extent.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLC--lesson study
- After school tutoring
- Write Score writing grades 4-5
- Istation
- i-Ready
- Assignments Matter Book and Engage NY resrouces

Plan to Monitor Progress Toward G1. 8

Progress monitoring for this goal will be done through Istation, Iready and Write Score.

Person Responsible

Terri Pfister

Schedule

Quarterly, from 11/2/2015 to 5/31/2016

Evidence of Completion

The evidence used will be reports pulled from Istation, Iready and Write Score. Students should show progress each time progress monitoring is done. Students who do not show progress will be discussed at MTSS.

G2. Administrators, teachers, staff, parents and students will work together to increase student attendance with students who are chronically absent as well as reduce the number of referrals for disrespect, careless or malicious acts and battery without injury. 1a

G086834

Targets Supported 1b

Indicator	Annual Target
Attendance rate	97.0
Discipline incidents	

Targeted Barriers to Achieving the Goal 3

- Lack of parental and student understanding of the impact absences and tardies have on their academic growth.
- Lack of consistency among teachers and staff in the way discipline is handled.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Admin Team Mentoring Groups
- Guidance lessons
- PBS rewards for behavior and performance
- Conscious Discipline Book Study

Plan to Monitor Progress Toward G2. 8

Attendance data from each 9 weeks will be used to determine progress.

Person Responsible

Tammie Henry

Schedule

Quarterly, from 5/31/2016 to 6/6/2016

Evidence of Completion

Attendance data will be reviewed quarterly to determine whether attendance has improved for students who have been identified.

Plan to Monitor Progress Toward G2. 8

Academic data from the progress monitoring instruments; Istation, i-Ready; Write Score

Person Responsible

Melinda Stubbs

Schedule

Quarterly, from 10/1/2015 to 5/31/2016

Evidence of Completion

EWS monitoring charts will be reviewed quarterly.

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. Through a culture of high expectations for learning, Eustis Elementary School teachers will challenge students to meet proficiency levels by develop engaging, standards-based lessons and providing targeted feedback. 1

G086833

G1.B1 Lack of Comprehensive Literacy Program 2

B230841

G1.B1.S1 Faculty will know, understand, and apply instructional shifts in ELA. 4

S243541

Strategy Rationale

If faculty knows, understands, and applies instructional shifts in ELA, then they will deliver effective, standards-based lessons, improving proficiency in all subject areas.

Action Step 1 5

Literacy Coach will create a PLC for creating a comprehensive Literacy program. This PLC will be scheduled for twice a month and the facilitator (M. Stubbs) will communicate specific protocols and expected products.

Person Responsible

Melinda Stubbs

Schedule

On 8/31/2016

Evidence of Completion

The section will be listed in True North Logic

Action Step 2 5

Faculty will participate in the PLC for Creating a Comprehensive Literacy Program twice per month. Participants will examine shifts in ELA instruction and collaborate to create topical units for instruction.

Person Responsible

Melinda Stubbs

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Agendas and sign in sheets from PLC meetings.

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

Administration will monitor lesson plans and conduct classroom walkthroughs to ensure implementation of ELA shifts.

Person Responsible

Kay Sawchuk

Schedule

Monthly, from 9/26/2016 to 5/31/2017

Evidence of Completion

Attendance on True North Logic, PLC agendas, lesson plans, and classroom walkthrough notes.

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

Effectiveness will be monitored through Istation, STAR and student's classroom grades.

Person Responsible

Kay Sawchuk

Schedule


Quarterly, from 10/26/2016 to 5/31/2017

Evidence of Completion

The evidence will include data from Istation, STAR and student grades.

G1.B3 Faculty lack knowledge of how to use programs such as Istation and I-ready to their fullest extent.

2

 B230843

G1.B3.S1 Through monthly data meetings, teachers will monitor student data from Istation, i-ready, and AR. They will use this data to drive instruction and deliver targeted interventions. 4

 S243543

Strategy Rationale

If faculty use data to drive instruction and program resources to deliver targeted interventions, then student achievement levels will increase.

Action Step 1 5

The MTSS Team will create a schedule and protocols for monitoring and discussing student data.

Person Responsible

Cindy Miller

Schedule

On 9/1/2016

Evidence of Completion

The Data meeting schedule will be given to teachers via email and norms will be communicated with the principal.

Action Step 2 5

Teachers will participate in monthly data meetings to discuss student data and determine appropriate interventions.

Person Responsible

Cindy Miller

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Data meeting schedules, MTSS forms, and sign in sheets will serve as evidence.

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

The principal will monitor attendance at data meetings and review MTSS forms.

Person Responsible

Kay Sawchuk

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

MTSS forms, principal's checklist, administration meeting notes

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

MTSS Team will monitor student data from istation, i-ready, and AR.

Person Responsible

Cindy Miller


Schedule

Monthly, from 9/1/2016 to 5/31/2017


Evidence of Completion

Monthly reports from istation, i-ready, and AR; MTSS forms.

G2. Administrators, teachers, staff, parents and students will work together to increase student attendance with students who are chronically absent as well as reduce the number of referrals for disrespect, careless or malicious acts and battery without injury. 1

 G086834

G2.B2 Lack of parental and student understanding of the impact absences and tardies have on their academic growth. 2

 B230846

G2.B2.S1 Staff and administration will follow an EWS flow chart to communicate with parents. 4

 S243546

Strategy Rationale

If Staff and administration follow a EWS flow chart to communicate with parents, then parents and students will better understand the impact of attendance on school success, thus positively impacting student achievement.

Action Step 1 5

Admin and EWS Committee will create an EWS flow chart to be used when students show a pattern of excess absences, tardies, or check outs.

Person Responsible

Tammie Henry

Schedule

On 8/10/2015

Evidence of Completion

The EWS flow chart and resources will be housed on the Share Drive.

Action Step 2 5

Admin will present EWS flow to staff at faculty meetings and review quarterly.

Person Responsible

Tammie Henry

Schedule

Quarterly, from 9/28/2016 to 5/10/2017

Evidence of Completion

There will be a line on the Faculty Meeting Agendas for EWS flow chart review.

Action Step 3 5

Admin and leadership will present the EWS flow to parents at parental involvement activities such as curriculum night.

Person Responsible

Tammie Henry

Schedule

Quarterly, from 9/8/2016 to 5/10/2017

Evidence of Completion

There will be evidence on the Curriculum Night PowerPoint and artifacts and agendas from Parent Involvement Nights.

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

Develop and maintain a spreadsheet for documenting action taken to promote attendance.

Person Responsible

Tammie Henry

Schedule

Monthly, from 8/10/2016 to 5/10/2017

Evidence of Completion

Completed checklists documenting parental contact and response.

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

Administration and the EWS team will analyze data and documents on share drive to make plans for improving trends in student absences and tardies.

Person Responsible

Cindy Miller

Schedule

Quarterly, from 11/4/2016 to 5/31/2017

Evidence of Completion

Team will review data from skyward and the EWS spreadsheet for parental contact to determine next steps. Agendas and meeting minutes will reflect decisions made by the team.

G2.B4 Lack of consistency among teachers and staff in the way discipline is handled. **2**

 B230848

G2.B4.S1 Staff will participate in conscious discipline PLC to create a consistent, campus-wide, discipline program. **4**

 S243549

Strategy Rationale

If staff use a consistent campus-wide, discipline program then teachers will have a defined process for dealing with discipline and students will expect consistency.

Action Step 1 **5**

Administration and the EWS Committee will create a PLC for the book study of Conscious Discipline: Building Resilient Classrooms.

Person Responsible

Tammie Henry

Schedule

On 9/30/2016

Evidence of Completion

The course will be listed in True North Logic.

Action Step 2 **5**

Staff will participate in a PLC book study of Conscious Discipline: Building Resilient Classrooms.

Person Responsible

Tammie Henry

Schedule

Monthly, from 11/16/2016 to 5/10/2017

Evidence of Completion

Agendas and sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

The committee will develop and utilize a schedule for presenting and implementing Conscious Discipline throughout the school.

Person Responsible

Tammie Henry

Schedule

On 11/1/2016

Evidence of Completion

Meetings schedule will be on TNL. Agendas will be on the share drive in the Conscious Discipline Folder.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administration will use resources from Conscious Discipline to conduct classroom walkthroughs to assess levels of implementation.

Person Responsible

Tammie Henry

Schedule

On 5/10/2017

Evidence of Completion

Blank and completed rubrics and checklists will be on the share drive in the Conscious Discipline Folder.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Administration will monitor parent contact records, incident reports, and referrals.

Person Responsible

Tammie Henry

Schedule





Quarterly, from 10/17/2016 to 5/31/2017

Evidence of Completion

Parent contact records and disciple data checklists and spreadsheets will be on the share drive in the Conscious Discipline folder.

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					
G2.B2.S1.A1  A315093	Admin and EWS Committee will create an EWS flow chart to be used when students show a pattern of...	Henry, Tammie	8/4/2015	The EWS flow chart and resources will be housed on the Share Drive.	8/10/2015 one-time
G1.MA1  M326539	Progress monitoring for this goal will be done through Istation, Iready and Write Score.	Pfister, Terri	11/2/2015	The evidence used will be reports pulled from Istation, Iready and Write Score. Students should show progress each time progress monitoring is done. Students who do not show progress will be discussed at MTSS.	5/31/2016 quarterly
G2.MA2  M326552	Academic data from the progress monitoring instruments; Istation, i-Ready; Write Score	Stubbs, Melinda	10/1/2015	EWS monitoring charts will be reviewed quarterly.	5/31/2016 quarterly
G2.MA1  M326551	Attendance data from each 9 weeks will be used to determine progress.	Henry, Tammie	5/31/2016	Attendance data will be reviewed quarterly to determine whether attendance has improved for students who have been identified.	6/6/2016 quarterly
G1.B1.S1.A1  A315087	Literacy Coach will create a PLC for creating a comprehensive Literacy program. This PLC will be...	Stubbs, Melinda	8/4/2016	The section will be listed in True North Logic	8/31/2016 one-time
G1.B3.S1.A1  A315090	The MTSS Team will create a schedule and protocols for monitoring and discussing student data.	Miller, Cindy	8/10/2016	The Data meeting schedule will be given to teachers via email and norms will be communicated with the principal.	9/1/2016 one-time
G2.B4.S1.A1  A315098	Administration and the EWS Committee will create a PLC for the book study of Conscious Discipline:...	Henry, Tammie	9/26/2016	The course will be listed in True North Logic.	9/30/2016 one-time
G2.B4.S1.MA1  M326549	The committee will develop and utilize a schedule for presenting and implementing Conscious...	Henry, Tammie	9/26/2016	Meetings schedule will be on TNL. Agendas will be on the share drive in the Conscious Discipline Folder.	11/1/2016 one-time
G2.B2.S1.MA1  M326543	Develop and maintain a spreadsheet for documenting action taken to promote attendance.	Henry, Tammie	8/10/2016	Completed checklists documenting parental contact and response.	5/10/2017 monthly
G2.B2.S1.A2  A315094	Admin will present EWS flow to staff at faculty meetings and review quarterly.	Henry, Tammie	9/28/2016	There will be a line on the Faculty Meeting Agendas for EWS flow chart review.	5/10/2017 quarterly
G2.B2.S1.A3  A315095	Admin and leadership will present the EWS flow to parents at parental involvement activities such...	Henry, Tammie	9/8/2016	There will be evidence on the Curriculum Night PowerPoint and artifacts and agendas from Parent Involvement Nights.	5/10/2017 quarterly
G2.B4.S1.MA2  M326550	Administration will use resources from Conscious Discipline to conduct classroom walkthroughs to...	Henry, Tammie	11/16/2016	Blank and completed rubrics and checklists will be on the share drive in the Conscious Discipline Folder.	5/10/2017 one-time
G2.B4.S1.A2  A315099	Staff will participate in a PLC book study of Conscious Discipline: Building Resilient Classrooms.	Henry, Tammie	11/16/2016	Agendas and sign in sheets	5/10/2017 monthly
G1.B1.S1.MA1  M326534	Effectiveness will be monitored through Istation, STAR and student's classroom grades.	Sawchuk, Kay	10/26/2016	The evidence will include data from Istation, STAR and student grades.	5/31/2017 quarterly
G1.B1.S1.MA1  M326535	Administration will monitor lesson plans and conduct classroom walkthroughs to ensure...	Sawchuk, Kay	9/26/2016	Attendance on True North Logic, PLC agendas, lesson plans, and classroom walkthrough notes.	5/31/2017 monthly
G1.B1.S1.A2  A315088	Faculty will participate in the PLC for Creating a Comprehensive Literacy Program twice per month....	Stubbs, Melinda	9/1/2016	Agendas and sign in sheets from PLC meetings.	5/31/2017 biweekly
G1.B3.S1.MA1  M326537	MTSS Team will monitor student data from Istation, i-ready, and AR.	Miller, Cindy	9/1/2016	Monthly reports from Istation, i-ready, and AR; MTSS forms.	5/31/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1  M326538	The principal will monitor attendance at data meetings and review MTSS forms.	Sawchuk, Kay	9/1/2016	MTSS forms, principal's checklist, administration meeting notes	5/31/2017 monthly
G1.B3.S1.A2  A315091	Teachers will participate in monthly data meetings to discuss student data and determine...	Miller, Cindy	9/1/2016	Data meeting schedules, MTSS forms, and sign in sheets will serve as evidence.	5/31/2017 monthly
G2.B2.S1.MA1  M326542	Administration and the EWS team will analyze data and documents on share drive to make plans for...	Miller, Cindy	11/4/2016	Team will review data from skyward and the EWS spreadsheet for parental contact to determine next steps. Agendas and meeting minutes will reflect decisions made by the team.	5/31/2017 quarterly
G2.B4.S1.MA1  M326548	Administration will monitor parent contact records, incident reports, and referrals.	Henry, Tammie	10/17/2016	Parent contact records and disciple data checklists and spreadsheets will be on the share drive in the Conscious Discipline folder.	5/31/2017 quarterly

V. Professional Development Opportunities

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

G1. Through a culture of high expectations for learning, Eustis Elementary School teachers will challenge students to meet proficiency levels by develop engaging, standards-based lessons and providing targeted feedback.

G1.B1 Lack of Comprehensive Literacy Program

G1.B1.S1 Faculty will know, understand, and apply instructional shifts in ELA.

PD Opportunity 1

Literacy Coach will create a PLC for creating a comprehensive Literacy program. This PLC will be scheduled for twice a month and the facilitator (M. Stubbs) will communicate specific protocols and expected products.

Facilitator

Melinda Stubbs in conjunction with Becky Hudson and Leah Braswell

Participants

All Faculty

Schedule

On 8/31/2016

PD Opportunity 2

Faculty will participate in the PLC for Creating a Comprehensive Literacy Program twice per month. Participants will examine shifts in ELA instruction and collaborate to create topical units for instruction.

Facilitator

Melinda Stubbs in conjunction with Becky Hudson and Leah Braswell

Participants

All Faculty

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

G2. Administrators, teachers, staff, parents and students will work together to increase student attendance with students who are chronically absent as well as reduce the number of referrals for disrespect, careless or malicious acts and battery without injury.

G2.B4 Lack of consistency among teachers and staff in the way discipline is handled.

G2.B4.S1 Staff will participate in conscious discipline PLC to create a consistent, campus-wide, discipline program.

PD Opportunity 1

Administration and the EWS Committee will create a PLC for the book study of Conscious Discipline: Building Resilient Classrooms.

Facilitator

Tammie Henry with technical support from Melinda Stubbs

Participants

All Teachers and Staff

Schedule

On 9/30/2016

PD Opportunity 2

Staff will participate in a PLC book study of Conscious Discipline: Building Resilient Classrooms.

Facilitator

Tammie Henry with technical support from Melinda Stubbs

Participants

All Teachers and Staff

Schedule

Monthly, from 11/16/2016 to 5/10/2017

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	Literacy Coach will create a PLC for creating a comprehensive Literacy program. This PLC will be scheduled for twice a month and the facilitator (M. Stubbs) will communicate specific protocols and expected products.	\$0.00
2	G1.B1.S1.A2	Faculty will participate in the PLC for Creating a Comprehensive Literacy Program twice per month. Participants will examine shifts in ELA instruction and collaborate to create topical units for instruction.	\$0.00
3	G1.B3.S1.A1	The MTSS Team will create a schedule and protocols for monitoring and discussing student data.	\$0.00
4	G1.B3.S1.A2	Teachers will participate in monthly data meetings to discuss student data and determine appropriate interventions.	\$0.00
5	G2.B2.S1.A1	Admin and EWS Committee will create an EWS flow chart to be used when students show a pattern of excess absences, tardies, or check outs.	\$0.00
6	G2.B2.S1.A2	Admin will present EWS flow to staff at faculty meetings and review quarterly.	\$0.00
7	G2.B2.S1.A3	Admin and leadership will present the EWS flow to parents at parental involvement activities such as curriculum night.	\$0.00
8	G2.B4.S1.A1	Administration and the EWS Committee will create a PLC for the book study of Conscious Discipline: Building Resilient Classrooms.	\$0.00
9	G2.B4.S1.A2	Staff will participate in a PLC book study of Conscious Discipline: Building Resilient Classrooms.	\$0.00
Total:			\$0.00