

Polk County Public Schools

Eastside Elementary School



2016-17 Schoolwide Improvement Plan

Eastside Elementary School

1820 JOHNSON AVE E, Haines City, FL 33844

<http://schools.polk-fl.net/ee>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 Eastside Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

"Aimed on Success/ All Students WILL Learn"!

b. Provide the school's vision statement.

Continuing to develop a common language and understanding, of our school's plan, to align a supportive core value structure by:

- Building Student & Staff Supportive Relationships & Learning Environments.
- Administration, Leadership Team, & Peer Support with Feedback & Differentiated Professional Development.
- Open, Honesty, & Direct Communication.
- Effective Planning of Reading, Math & Student Data (RtI/MTSS & CHAMPS).

2. School Environment

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

Teachers learn about students through data chats. The teacher will meet with students and discuss how the student is doing on weekly assessments, quarterly assessments, and previous year's data. The teacher will also take this time to build a positive relationship with the student.

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

Students are greeted by teachers at the door every morning before coming in the room. Teachers on-duty also speak to students in the hallway. During the day, teachers use CHAMPS as the key disciplinary system at Eastside.

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.

Teachers are empowered to manage behaviors in the classroom using classroom rewards systems and CHAMPS.

Students will reflect on their behavior using the Student Discipline Form. If a behavior is an office managed behavior, the teacher will write and online referral. Then, the administration will call for the student after 2PM.

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.

Teachers are always observing students throughout the day. If something is out of the ordinary or if a student brings something to the attention of the teacher, the teacher will refer the student to the guidance office. The guidance office will set up mentoring or counseling as needed.

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.

We use the district Early Warning System. It includes:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	16	5	17	7	5	0	0	0	0	0	0	0	50
One or more suspensions	4	1	2	12	3	18	0	0	0	0	0	0	0	40
Course failure in ELA or Math	8	2	0	24	1	2	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	36	37	75	0	0	0	0	0	0	0	148
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	1	1	1	0	6	0	0	0	0	0	0	0	9

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

Teachers will mentor students who are habitually absent. Interventionists and Administrative Academic Assistant will work with students academically who are exhibiting two or more indicators. The attendance team will monitor, make contact with parents, and create attendance plans for

students who are under 90% attendance rate. The attendance manager will reward students who move from a low attendance rate to a higher rate. Teachers will plan and analyze results of district benchmark assessments using a specific protocol; look at overall achievement/progress of sub groups. Triangulate data and results with other school/classroom data to modify instruction or intervention as needed. Plan next steps. Check in on instructional programs/agreements. Just in time PD. This will occur during Reading and Math planning, twice a week, with Principal/Assistant Principal, Instructional Coaches, ESOL Teacher, and Grade Level Teams. Once a month, a protected block of time with each team to analyze the results of benchmark assessments and have deeper discussions about "the work" will be held during Reading and Math planning times. Provide instructional supports where warranted.

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?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315992>.

2. Description

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

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

The school invites local business leaders to the School Advisory Council meetings. We ask for input in decision making that will benefit our students to be college and career ready. We sent out a Welcome Back letter to all parents which included expectations. We give a volunteer letter to all community members who want to help the school out in any way possible, such as tutoring & mentoring students, and providing items to meet physical needs of our students.

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
JOZWIAK, JOHNA	Principal
Nicks, Lucinda	Instructional Coach
Marrero, Clotilde	Other
Rivers-Cuyler, Coretta	Administrative Support
Smith, Lorine	School Counselor
Gray, Rodrick	Assistant Principal

b. Duties

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

Principal: Provides a common mission and vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI/ MTSS, conducts assessment of RtI/MTSS skills of school staff, ensures

implementation of intervention support and documentation, ensures adequate professional development to support RtI/MTSS implementation, and communicates with parents regarding school-based RtI/MTSS plans

and activities. Builds leadership capacity among staff - it is the foundation of all of our work. Provide the necessary support to staff so they have the capacity to produce what we are asking for Reciprocal accountability. Monitor students achievement in a collaborative, data driven model. Focus on "our kids". Keeps achievement and our work transparent and moving forward. Monitors the fidelity of instruction, implementation of the framework; identify needed supports either individually or for the large group aligned to building trends. Lead and monitor the implementation of School Improvement Plan (SIP), keep focus on students achievement and make sure any program or instructional decisions made are aligned to SIP goals and building initiatives (data, PD, PLCs, instructional programs, district needs).

Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of RtI/MTSS/CHAMPS, further assists the principal in the assessment of RtI/MTSS/CHAMPS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning RtI/MTSS/CHAMPS plans and activities. Monitors student achievement for all. Analyzes the results of benchmark assessments and have deep discussion about the work. Implements and monitors the student data folder for all students. Provide instructional supports where warranted. Lead and monitor the implementation of School Improvement Plan (SIP) and building initiative.

Instructional Coaches: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Provides necessary training, support, resources and materials for the whole group, guided reading and math small group, and individual staff. Build on and coordinate with district initiatives and training. Provide necessary support to staff so they have the capacity to produce what we are asking for. Reciprocal accountability. Lead and monitor the implementation of School Improvement Plan (SIP) and building initiative.

All team members: Analyzes student data to support teachers in planning standards based lessons, to ensure interventions are implemented as intended and assess if they are working in the core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co teaching, studio labs, and individual professional development. Instructional Coaches-Reading/Math/Science: Develops, leads, and evaluates school core content standards programs; identifies and analyzes existing literature on scientifically based curriculum/

behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Build leadership capacity among staff. Lead and monitor the implementation of School Improvement Plan (SIP) and building initiative. Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students’ academic, emotional, behavioral, and social success. Provide instructional and behavioral supports where warranted.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides

professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

ESOL Teacher: Participates in Reading and Math planning to analyze assessments using a specific protocol; look at overall achievement and achievement progress of sub groups. Triangulate data and results with other school/classroom data to modify instruction or intervention as needed. Teacher led student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co teaching, studio labs, and individual professional development. Participates in grade level team PLCs with a focus on learning, a collaborative culture, and a results orientation. Work is anchored by smart goals created through data analysis and ongoing progress monitoring of these goals. She will also focus on ESOL students and their academic success.

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

The Leadership Team and the RtI/MTSS/CHAMPS Team will focus meetings on analyzing results of district benchmark assessments using a specific protocol; look at overall achievement and achievement/progress of sub groups. Triangulate data and results with other school/classroom data to modify instruction or intervention as needed. Plan next steps. Check on instructional programs.

The Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Response to Intervention/Multi Tier Leveled Support System. The RtI/MTSS/CHAMPS Team and Leadership Team will meet twice a week (and one time a month to analyze the results and have deeper discussions about the work) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done twice a week in Reading and Math as well as, once a month to analyze and have deeper discussions about the work. We will also focus on attendance and discipline data.

- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

- o Focus on improving student achievement outcomes with evidence based interventions, in Guided Reading and Math Small Groups, implemented with fidelity and frequent progress monitoring.

Leadership Team and RtI/MTSS/CHAMPS Teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers, professional development, in carrying out intervention plans.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and

other programs to ensure student needs are met.

Title I, Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated

with district Drop-out Prevention programs.

Title I, Title II

District receives supplemental funds for improving basic education programs through the purchase of small

equipment to supplement education programs. New technology in classrooms will increase the instructional

strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title II

Title III

Services are provided through the district for education materials and ELL district support services to improve

the education of immigrant and English Language Learners.

Title III

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for

students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate

education.

Title X

Supplemental Academic Instruction (SAI)

SAI funds are used to provide services to Tier 2 and Tier 3 students.

Supplemental Violence Prevention Programs

The district provides training in anti-bullying.

Violence Nutrition Programs

The district provides materials and training on nutrition.

Nutrition Housing Programs

N/A

Housing Head Start

The district provides Head Start programs is selected locations.

Head Adult Education

The district provides opportunities for adults take GED classes.

Career and Technical Education

The district provides both career and technical educational opportunities.

Career Job Training

The district provides opportunities for job training through the career, technical and adult education efforts.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Johna Jozwiak	Principal
Clotilde Marrero	Teacher
Lucinda Nicks	Teacher
Rodrick Gray	Education Support Employee
Lilian Rodriguez-Rivera	Education Support Employee
Rouse Orengo	Teacher
Michael Collier	Business/Community
Angeliz Nolasco	Student
Emily Rose Ausua Diaz	Student
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC will dive deep into the previous year SIP and connect it with actual data. We will discuss the sections that worked and the parts that did not.

b. Development of this school improvement plan

SAC will look at student data, discuss problems, and solutions. Once the SIP is completed, SAC will approve the plan.

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

While developing and approving the SIP, the SAC will create the budget to work out the details of the plan.

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

Voluntary Collaborative Lesson Planning, Reading and Math - \$27,700.00

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
JOZWIAK, JOHNA	Principal
	Instructional Coach
Gray, Rodrick	Assistant Principal
Rogers, Kellie	Teacher, K-12
Marrero, Clotilde	Other

b. Duties

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

What will be the major initiatives of the LLT this year?

To support teachers in understanding the purpose of Guided Reading Small Group differentiated instruction; matching students with just right text, to allow students to practice independent Reading, comprehension, and vocabulary. As a result students will increase their reading levels and stamina.

To support teachers in understanding how to use formative and summative data, including student work samples and student self assessments, to differentiate and guide teacher led Guided Reading Small Group. As a result students will use accountable talk and vocabulary (critical thinking) to intellectually discuss and summarize the learning target, comprehension, re-counting text with details, and self assessing, on students' real text levels.

To plan teacher professional development, monitor, support (individual and collaborative learning while working to develop and support effective teaching practices), and provide targeted feedback, to teachers, to change their practices to grow. As a result students will be able to improve achievement.

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.

All teachers will have a common Collaborative planning time for reading and math.

Monday is for Reading planning for all grades, during a 50 minute planning time.

Tuesday is for Math planning for all grades, during a 50 minute planning time.

Planning periods are as followed:

KG-12:15-1:05

1st-9:05-9:55

2nd-8:15-9:05

3rd-10:05-10:55

4th-1:55-2:45

5th-1:05-1:55

Teachers will pre-plan and bring their ticket in the door, accountability card, and data notebook to dive deeper into standards-based planning. Teachers will be assigned a planning role, for each collaborative lesson planning. Collaborative planning is lead by the reading coach, math coach, ESOL teacher and administration.

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

New teachers to Eastside will be provided the opportunity to attend Voluntary Orientation, 1 week prior to regular staff returning. We will have a new teacher building team, where the new teachers will meet 1 time a month with Reading, Math Coaches and ESOL Teacher. Teachers will collaboratively lesson plan, two days a week, with peers, coaches, ESOL teacher and Administration. Teachers will have the opportunity to be paid for Voluntary after school collaborative planning, two hours a week. Teacher led Lesson Plan PLC Study ,weekly, to peer model effective student engagement strategies. Teachers will visit other teachers classrooms, Studio Labs, throughout the year in differentiated professional development teams. Administration and peer support with feedback will retain teachers at Eastside. Also, we are promoting celebrations as well as our "Shining Stars" as our positive reinforcement for highly effective teaching strategies.

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

Each "New to Eastside" teacher is on the New Teacher Building Team headed by the Reading and Math Coaches and the ESOL Teacher. The New Teacher Building Team meets one time a month. The meetings are held to discuss the issues which arise during the time period of the meetings, such as beginning of school year, interims, and report card grades. A monthly agenda and minutes will be sent to all new teachers to discuss a prime factor going on in the school at that time. Surveys will also be sent to determine teacher needs and effectiveness of the team support.

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.

Teachers, through common planning, will pre-plan, using the ticket in the door accountability card, data notebook, and planning roles, to collaborate and align all instruction with the standards. The teachers will use resources which meet the content limit of the standard.

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.

All teachers will collect, formative and summative, assessment data to make decisions on Guided Reading and Math Small Group differentiated instruction. Teachers will discuss student data at the beginning of each Reading and Math planning times, to address assessments, student work samples, as well as intervention strategies. The teacher will plan Guided Reading and Math Small Group differentiated lessons to meet those needs/deficiencies. The school is following the gradual release structured lesson plan for reading and gradual release for math. We are providing a Power Hour for all students which focus on the deficiencies as well as support of ESE and ESOL students. We departmentalized 5th grade.

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:

Voluntary after school collaborative paid lesson planning will ensure a final product is produced in Reading and Math to ensure effective core instruction of standards based lessons are delivered to all students, as well as, Guided Reading and Math Small Groups for differentiation.

Strategy Rationale

Voluntary after school collaborative paid lesson planning will ensure a final product is produced in Reading and Math to ensure effective core instruction of standards based lessons are delivered to all students as well as, Guided Reading and Math Small Groups for differentiation.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

JOZWIAK, JOHNA, johna.jozwiak@polk-fl.net

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

Collaborative lesson plans meeting the standards. Observing, monitoring, analyzing, and providing targeted feedback, in just right mode of learning for teachers. Teachers using the learning target and student engagement strategies as well as, formative assessments, running records, during Whole Group and Guided Reading and Math Small groups, will also determine effective delivery of standards.

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.

In the spring of each year, a "Kindergarten Visits" is held by the school. The students and teachers spend the morning with a Kindergarten class where they participate in several activities that our Kindergarten staff has prepared. The students also take a tour of the Eastside campus with a stop in the cafeteria for snacks.

Eastside Kindergarten Visit allows children to:

- Register for school
- Visit kindergarten classrooms
- Learn about the things that parents can do to prepare their children for kindergarten
- Receive necessary information

At the August orientation:

- Parents meet the teacher
- Tour the school
- Receive supply lists and other information

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers understand the purpose of how to use formative and summative student data, to plan lessons, in Whole Group and Guided Reading and Math Small Group, then students will receive differentiated instruction, to improve student achievement.
- G2.** If school leaders develop and encourage leadership within others to support and drive the school's vision, mission, and culture of learning, throughout the school, a results focused learning environment will improve student and staff academic success.
- G3.** If teachers effectively deliver standards-based instruction in core academic areas consistently, then Eastside Elementary will place at or above the 40th percentile statewide for growth in Reading, Math, and Science proficiency in 2016-2017.

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. If teachers understand the purpose of how to use formative and summative student data, to plan lessons, in Whole Group and Guided Reading and Math Small Group, then students will receive differentiated instruction, to improve student achievement. 1a

G087511

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	35.0
Math Gains District Assessment	47.0
ELA Achievement District Assessment	29.0
ELA/Reading Gains District Assessment	46.0
Instructional Minutes	322.0
Effective+ Administrators	
District Parent Survey	
Effective+ Teachers (VAM)	
Highly Effective Teachers (VAM)	
Developing Teachers (VAM)	
Level 1 - All Grades	
School Climate Survey - Staff	
School Climate Survey - Student	
School Climate Survey - Parent	

Targeted Barriers to Achieving the Goal 3

- Lack of formative and summative assessment knowledge to differentiate student instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading and Math Coach, ESOL Teacher, Reading Interventionists, Administration, and Highly Effective/Effective Teachers.
- Professional Development to link what the teacher does, to what the students do, while supporting and monitoring for growth.

Plan to Monitor Progress Toward G1. 8

Administration, Reading and Math Coaches, and ESOL Teacher will collect classroom walk through observation data on the effective delivery, of the planned lesson, for Guided Reading and Math Small Group differentiated instruction.

Person Responsible

JOHNA JOZWIAK

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Accountability Cards, Teacher Planning Roles, Teacher Data Notebooks, Sign in Sheets, Agendas, Lesson Plans, Guided Reading and Math Small Group Data Logs, FSA Reading and Math Growth, AR, STAR, Reading Weekly Assessments/Achieve 3000/Smarty Ants/ Reading a-z, Student Work Samples, Math IBPT, Weekly Standards Based Quizzes, Reflex Math, Student Data Folders, Monitoring Schedule, PD Reflection Sheets, Observations, and Targeted Feedback.

G2. If school leaders develop and encourage leadership within others to support and drive the school's vision, mission, and culture of learning, throughout the school, a results focused learning environment will improve student and staff academic success. **1a**

G087512

Targets Supported **1b**

Indicator	Annual Target
Math Achievement District Assessment	
Math Gains District Assessment	
Instructional Minutes	
ELA Achievement District Assessment	
ELA/Reading Gains District Assessment	
Statewide Science Assessment Achievement	
Writing Gains District Assessment	
Effective+ Administrators	
District Parent Survey	
Effective+ Teachers (VAM)	
Highly Effective Teachers (VAM)	
Developing Teachers (VAM)	
Level 1 - All Grades	
School Climate Survey - Staff	
School Climate Survey - Student	
School Climate Survey - Parent	

Targeted Barriers to Achieving the Goal **3**

- Teachers not being willing to share best practices.
- Needs of new teachers.
- New CHAMPS STOIC implementation.

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

- Professional Development PD Calendar, Eastside Elementary Schools - Protocols and Procedures for Collaboration and Dialogue, & . Leadership Team, Teacher Representatives, Grade Level Teams, Principal/Assistant Principal, & Instructional Coaches.
- Professional Development PD Calendar & Eastside Elementary Schools - Protocols and Procedures for Collaboration and Dialogue. Principal, Assistant Principal, Instructional Coachers, & New Staff Building Team.
-

Plan to Monitor Progress Toward G2. 8

Student proficiency or appropriate learning gains on grade level standards.

Person Responsible

JOHNA JOZWIAK

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Progress Monitoring Assessments (PMAs) - (AR, STAR, Weekly Assessments, Achieve 3000, Smarty Ants, Math IBTP, Weekly Standards Based Quizzes, Reflex, Guided Reading and Math Small Group Journals, Teacher Data Notebooks, and Student Data Folders).

G3. If teachers effectively deliver standards-based instruction in core academic areas consistently, then Eastside Elementary will place at or above the 40th percentile statewide for growth in Reading, Math, and Science proficiency in 2016-2017. **1a**

G087513

Targets Supported **1b**

Indicator	Annual Target
Math Achievement District Assessment	
Math Gains District Assessment	
ELA Achievement District Assessment	
ELA/Reading Gains District Assessment	
Statewide Science Assessment Achievement	
Instructional Minutes	
Writing Gains District Assessment	
Effective+ Administrators	
District Parent Survey	
Effective+ Teachers (VAM)	
Highly Effective Teachers (VAM)	
Developing Teachers (VAM)	
Level 1 - All Grades	
School Climate Survey - Staff	
School Climate Survey - Student	
School Climate Survey - Parent	

Targeted Barriers to Achieving the Goal **3**

- Many new staff members who have not used the Standards to plan lessons

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

- Florida Standards
- Data-Based PLC
- Reading and Math Planning
- Reading Wonders
- Florida Standards Test Specs Reading and Math
- District Coaches for Reading, Math, & Science
- FCRR.ORG
- Instructional Alignment Tool
- Gradual Release Lesson Plan Template
- Power Hour-Instructional Time
- ELA Interventionists
- Rosetta Stone
- FAIR Data

- Achieve 3000
- ESOL Paras
- Media Paras
- After School Voluntary Paid Collaborative Standards Based Lesson Planning K-5
- Reading Coach
- Math Coach
- ESOL Teacher
- Teacher Leadership Team Members in Reading, Math, & Science K-5
- 5th Grade Departmentalization
- Sheltered Core Program
- P-SELL Science Program
- Principal Professional Development Impact Evaluation Program at American Institutes for Research

Plan to Monitor Progress Toward G3. 8

Student proficiency or appropriate learning gains on grade level standards.

Person Responsible

JOHNA JOZWIAK

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Progress Monitoring Assessments (PMAs) - (FAIR, Weekly Assesments, Achieve 3000/ Smarty Ants, Math IBTP, AR, STAR, Math Weekly Standards Based Quizzes, Relex, FSA).

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G2. If school leaders develop and encourage leadership within others to support and drive the school's vision, mission, and culture of learning, throughout the school, a results focused learning environment will improve student and staff academic success. 1

G087512

G2.B1 Teachers not being willing to share best practices. 2

B232630

G2.B1.S1 Bi-Weekly Collaborative Planning Sessions, in Reading & Math (K-5) Science (5), with Coaches, ESOL Teacher, and Administration will analyze, examine, assess, and re-fine last years plans, based on the standards using the curriculum maps and timelines. 4

S245549

Strategy Rationale

Developing sustainability of focusing on the standards in pre-planning, planning, post planning, and monitoring of implementation delivery of the standards-based lessons, we can ensure effective teacher and learning will support strengthening our instructional core in Reading, Math, & Science.

Action Step 1 **5**

Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model. Focus on "our kids". Keeps achievement and our work transparent and moving forward. Strategies to help implement the goals include the following action steps:

Grade Level Professional Learning Communities - Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model. Focus on our "our kids". Keeps achievement and our work transparent and moving forward.
Professional Development - Build instructional and leadership capacity among the staff to promote student achievement for all students. Provide the necessary support to staff so they have the capacity to produce what we are asking for. Reciprocal accountability.

Building Committees - Rti/MTSS/CHAMPS, Parent Involvement Plan/Family Engagement, Safety/Duty, and New Staff. Staff Led and participate on building committees as part of our commitment to "The Basic School" philosophy, which is based on the belief that everyone plays a role in the running of the school. All important and necessary functions of the school; committee work allows for a focus on these issues while keeping the conversations and work around SIP, PD, PLCs, etc., focused on teaching and learning.

Leadership TEAM - Build leadership capacity among staff. Accountability to school improvement plans and programs; keep focus on student achievement and make sure any program or instructional decisions made are aligned to SIP goals and initiatives. Team members assume responsibility for collecting and disseminating critical communication to their representatives.

Teacher Leaders - Build leadership capacity among staff. Collaborative development of staff PD. Teacher leaders are also liaisons/resources for teacher learning and implementing the framework and the teacher/Principal Evaluation Domains Rubric.

Person Responsible

JOHNA JOZWIAK

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Teacher data notebooks, accountability cards, lesson plans, monitoring schedule, agendas and minutes from leadership team meetings , agendas, sign in sheets, and surveys from PDs, student work samples, and student data folders.

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

Leadership Team will lead and monitor the implementation of School Improvement Plan (SIP) and building initiatives (data, PD, PLCs, instructional programs, district needs).

Person Responsible

JOHNA JOZWIAK

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

AR, STAR, Weekly Assessments, Achieve 3000,Smarty Ants, IBTP, Math Weekly Standards Based Quizzes, Guided Reading and Math Small Group Student Journals, Student Data Folder, Teacher Data Notebooks, PSELL, PD agendas and sign in sheets, Surveys, Collaborative Reading and Math Lesson Planning signs in sheets, Lesson Plans, Classroom Observations, AdvancEd Documentation, and CEL agendas.

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

Teacher Leaders with Principal/Assistant Principal, Instructional Coaches, and ESOL Teacher will collaboratively develop staff PD; Teacher/Principal Evaluation Domains Rubric, Instructional Framework, CCS

Person Responsible

JOHNA JOZWIAK

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PD agendas and sign in sheets, surveys, and Journey Observations.

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

Build leadership capacity among staff. Monitor staff and student progress, make adjustments as needed. Ensure staff and student interventions are implemented as intended and assess if they are working.

Person Responsible

JOHNA JOZWIAK

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Staff and student data, PD agendas and sign in sheets, PLCs, and Teacher/Principal Evaluation Domains Rubric.

G2.B1.S2 Weekly, Teacher Led Lesson Plan Study (PLC), to model their role, in the lesson plan, using student engagement strategies, formative assessment, and interventions, for the upcoming week. 4

 S245550

Strategy Rationale

Expectations of instructional delivery of lesson plans in regard to, student engagement strategies, formative assessment, and interventions are modeled so all teachers can follow the standards based lesson plan to increase student achievement.

Action Step 1 5

Build leadership capacity among staff. Teacher leaders are also liaisons/resources for teacher learning and implementing the framework and the Teacher/Principal Evaluation Domains Rubric.

Person Responsible

JOHNA JOZWIAK

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

AR, STAR, Weekly Assessments, Achieve 3000,Smarty Ants, IBTP, Math Weekly Standards Based Quizzes, Guided Reading and Math Small Group Student Journals, Student Data Folder, Teacher Data Notebooks, PSELL, PD agendas and sign in sheets, Surveys, Collaborative Reading and Math Lesson Planning signs in sheets, Lesson Plans, Classroom Observations, AdvancEd Documentation, and CEL agendas.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Leadership Team will lead and monitor the implementation of School Improvement Plan (SIP) and building initiatives (data, PD, PLCs, instructional programs, district needs). Grade level team members are organized in professional learning communities (PLCs). PLCs are guided by the three critical components of high quality PLCs: a focus on learning, a collaborative culture, and a results orientation. Teams create and monitor norms for collaboration. Work is anchored by smart goals created through data analysis and ongoing progress monitoring of these goals a minimum of every 20-30 days.

Person Responsible

JOHNA JOZWIAK

Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

Learning Walkthroughs by the Principal/Assistant Principal and Instructional Coaches. Part of the supervision/evaluation process; informal walkthrough lookfors are aligned to the instructional framework - provide feedback to instructional staff. Professional development created and lead by Principal/Assistant Principal; Instructional Coaches, Teacher Leaders (formally identified and other instructional leaders in the building). Provide necessary training, support, resources, and materials for the whole group, small group, and individual staff. Build on and coordinate with district initiatives and training (e.g., in-service and Model Classroom Observations, Studio Labs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Build leadership capacity among staff. Monitor staff and student progress, make adjustments as needed. Ensure staff and student interventions are implemented as intended and assess if they are working.

Person Responsible

JOHNA JOZWIAK


Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

Staff and student data, PD agendas and sign in sheets, PLCs, and Teacher/Principal Evaluation Domains Rubric.

G2.B2 Needs of new teachers. 2

 B232631

G2.B2.S1 Weekly Teacher Led PLCs, in Reading & Math (K-5) Science (5), with Grade Level Team to build leadership capacity among staff. Monitor staff and student progress, make adjustments as needed. Ensure staff and student interventions are implemented as intended and assess if they are working. **4**

 S245551

Strategy Rationale

Developing collaboration and sustainability of focusing on the standards in delivery of, effective research based teaching strategies, standards-based lessons, we can ensure effective teacher and learning will support strengthening our instructional core in Reading, Math, & Science. Building instructional and leadership capacity among the staff to promote student achievement for all students. Provide the necessary support to staff so they have the capacity to produce what we are asking for. Reciprocal accountability.

Action Step 1 **5**

New Teachers/Staff team to keep new staff connected to building leadership(principal team, coach); highlight upcoming events and information and provide supports (e.g., parent/teacher/student goal setting conferences) specific to what is coming up on the calendar (mostly topics that veteran staff don't need to meet about any longer). Provide opportunity to ask questions, ensure implementation of building processes and culture (how we do thing around here), observe and reflect on learning from colleagues and classrooms (noticings and wonderings).

Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model. Focus on "our kids". Keeps achievement and our work transparent and moving forward.Strategies to help implement the goals include the following action steps:

Grade Level Professional Learning Communities - Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model.

Focus on our "our kids". Keeps achievement and our work transparent and moving forward.

Professional Development - Build instructional and leadership capacity among the staff to promote student achievement for all students. Provide the necessary support to staff so they have the capacity to produce what we are asking for. Reciprocal accountability.

Building Committees - Rti/MTSS/CHAMPS, Parent Involvement Plan/Family Engagement,Safety/Duty, and New Staff. Staff Led and participate on building committees as part of our commitment to "The Basic School" philosophy, which is based on the belief that everyone plays a role in the running of the school. All important and necessary functions of the school; committee work allows for a focus on these issues while keeping the conversations and work around SIP, PD, PLCs, etc., focused on teaching and learning.

Leadership TEAM - Build leadership capacity among staff. Accountability to school improvement plans and programs; keep focus on student achievement and make sure any program or instructional decisions made are aligned to SIP goals and initiatives. Team members assume responsibility for collecting and disseminating critical communication to their representatives.

Teacher Leaders - Build leadership capacity among staff. Collaborative development of staff PD. Teacher leaders are also liaisons/resources for teacher learning and implementing the framework and the teacher/Principal Evaluation Domains Rubric.

Person Responsible

JOHNA JOZWIAK

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Staff and student data, PD agendas and sign in sheets, PLCs, and Teacher/Principal Evaluation Domains Rubric

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

Leadership Team will lead and monitor the implementation of School Improvement Plan (SIP) and building initiatives (data, PD, PLCs, instructional programs, district needs).

Person Responsible

JOHNA JOZWIAK

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Staff and student data, PD, Building team, agendas and sign in sheets, PLCs, and Teacher/Principal Evaluation Domains Rubric.

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

Student proficiency or appropriate learning gains on grade level standards.

Person Responsible

JOHNA JOZWIAK

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Progress Monitoring Assessments (PMAs) - (AR, STAR, Weekly Assessments, Achieve 3000, Smarty Ants, Math IBTP, Weekly Standards Based Quizzes, Reflex, Guided Reading and Math Small Group Journals, Teacher Data Notebooks, and Student Data Folders).

G2.B3 New CHAMPS STOIC implementation. 2

B232632

G2.B3.S1 RtI/MTSS & CHAMPS Intervention TEAM with Grade Level Teachers will analyze results of district benchmark assessments using a specific protocol; look at overall achievement and achievement/progress of sub groups. Triangulate data and results with other school/classroom data to modify instruction or intervention as needed. Plan next steps. Check in on instructional programs/agreements. Just in time PD. Analyze results of district benchmark assessments using a specific protocol 10-15 minutes (2 times a week at Reading and Math Planning) with each grade level team. 1 time a month (with Leadership Team). 4

S245552

Strategy Rationale

Monitor student achievement for all. A protected block of time with each team to analyze the results of benchmark assessments and have deeper discussions about "the work". Provide instructional supports where warranted.

Action Step 1 5

RtI/MTSS & CHAMPS Intervention TEAM will plan biweekly with each grade level team.

Person Responsible

Rodrick Gray

Schedule

Biweekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Individual teacher data notebooks, Student data sheets, in Agendas, Teacher formative assessment checklists, whole and small group, Student Accelerated Reader log and reports, Student Summary Writing of the Learning Target, FAIR data summary and reports, STAR data summary and reports, Unit Reading Assessments, Reflex Math data summary and reports, Math module data assessments, Parent Involvement and Communication Documentation, Tier Summary and Intervention Plan form, Document Fidelity of Intervention and Progress Monitoring data sheet, Intervention Plan form, Tier 2 Small Group Problem Solving & Intervention Plan data sheet, PS-RtI Eligibility Documentation Worksheet, & PD sign in sheets.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Principal/Assistant Principal, Instructional Coaches, Grade Level Teams, Certified Intervention Staff will monitor student progress, make adjustments as needed, and ensure interventions are implemented as intended and assess if they are working.

Person Responsible

Rodrick Gray

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Individual teacher data notebooks, Student data sheets, in Agendas, Teacher formative assessment checklists, whole and small group, Student Accelerated Reader log and reports, Student Summary Writing of the Learning Target, FAIR data summary and reports, STAR data summary and reports, Unit Reading Assessments, Reflex Math data summary and reports, Math module data assessments, Parent Involvement and Communication Documentation, Tier Summary and Intervention Plan form, Document Fidelity of Intervention and Progress Monitoring data sheet, Intervention Plan form, Tier 2 Small Group Problem Solving & Intervention Plan data sheet, PS-Rtl Eligibility Documentation Worksheet, & PD sign in sheets.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Principal/Assistant Principal, Instructional Coaches, Grade Level Teams, & Certified Intervention Staff will analyze the results of district benchmark assessments using a specific protocol; look at overall achievement and achievement/progress of sub groups. Triangulate data and results with other school/classroom data to modify instruction or intervention as needed. Plan next steps. Check in on instructional programs/agreements. Just in time PD.

Person Responsible

Rodrick Gray


Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Staff and student data, PD, Building team, agendas and sign in sheets, PLCs, and Teacher/Principal Evaluation Domains Rubric.


G3. If teachers effectively deliver standards-based instruction in core academic areas consistently, then Eastside Elementary will place at or above the 40th percentile statewide for growth in Reading, Math, and Science proficiency in 2016-2017. **1**

 G087513

G3.B2 Many new staff members who have not used the Standards to plan lessons **2**

 B232634

G3.B2.S1 Bi-Weekly Collaborative Planning Sessions, in Reading & Math (K-5) Science (5), with Coaches, ESOL Teacher, and Administration, where we analyze, examine, assess, and re-fine last years plans, based on the standards using the curriculum maps and timelines. **4**

 S245554

Strategy Rationale

If we focus on the standards in pre-planning, planning, post-planning, and monitoring of implementation and effective delivery of the standards-based lessons, we can ensure effective teacher growth will support strengthening our instructional core in Reading, Math, & Science, improving student achievement.

Action Step 1 **5**

Strategies to help implement the goals include the following action steps:

Reading and Math Planning with the curriculum maps & timelines(K-5) and Science (5).

The grade level team members are organized in professional learning communities (PLCs). PLCs are guided by the three critical components of high quality PLCs: a focus on learning, a collaborative culture, and a results orientation. Teams create and monitor norms for collaboration. Work is anchored by smart goals created through data analysis and ongoing progress monitoring of these goals a minimum of every 20-30 days.

RtI/MTSS/CHAMPS Team -Bi-Weekly during Reading and Math planning with each grade level team. Analyze results of district benchmark assessments using a specific protocol; look at overall achievement and achievement/progress of sub groups. Triangulate data and results with other school/classroom data to modify instruction or intervention as needed. Plan next steps. Check in on instructional programs/agreements. Just in time PD. Also one time a month to analyze the data and have deeper discussions about the work and provide instructional supports where warranted. Will monitor and ensure fidelity of implementation of interventions (RtI/MTSS); data analysis, progress monitoring and next steps, problems of practice.

Learning Walkthroughs - Part of the supervision/evaluation process; informal walk through lookfors are aligned to the instructional framework - provide feedback to instructional staff.

Professional Development - Provide necessary training, support, resources, and materials for the whole group, small group, and individual staff. Build on and coordinate with district initiatives and training.

Professional Development - Provide necessary training, support, resources, and materials for the whole group, small group, and individual staff. Build on and coordinate with district initiatives and training.

Leadership Team - Lead and monitor the implementation of School Improvement Plan (SIP) and building initiatives (data, PD, PLCs, instructional programs, district needs).

New Teachers/Staff - Support and induction; upcoming events, PD, hearing from teacher leaders and visiting highly effective classrooms/teachers. Keeps new staff connected to building leadership (principal team, coach).

Person Responsible

JOHNA JOZWIAK

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Ticket In the Door (TIDAC) Accountability Cards, completed lesson plan products, classroom walkthroughs, meeting agendas, minutes, sign in sheets, PD sign in sheets, agendas, teacher reflection sheet, Building Team agendas, and minutes, Eastside monitoring schedule, Journey computer feedback, immediate feedback, written on hot pink Journey observation sheets, targeted feedback, teacher data notebooks, student data folders, AR,STAR, Weekly Assessments,Achieve 3000/ Smarty Ants, Math IBPT, Weekly standards based quizzes, student work samples, Guided Reading and Math Small Journals, and Florida Standards Assessment (FSA).

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Principal or Assistant Principal, Reading and Math Coaches, and ESOL Teacher will observe the weekly planning sessions at least bi-weekly.

Person Responsible

JOHNA JOZWIAK

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Principal or Assistant Principal, Reading and Math Coaches, and ESOL Teacher will monitor the pre-planning ticket in the door, accountability card, the planning roles, teacher data notebooks as well as, the final Whole Group and Guided Reading and Math Small Group lesson plan product.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Classroom Walk through Observations and Weekly Assessment Data for Reading and Weekly Standards Based Assessments for Math, Teacher Led Lesson Plan Study, PLCs, Guided Reading and Math Small Group tracking tools, PD notes, sign in sheets, targeted feedback, and immediate feedback will be discussed by the Leadership Team.

Person Responsible

JOHNA JOZWIAK

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Observation Notes, Data-based Leadership Team agendas, Teacher Data Notebooks, Student Data Folders, Teacher Led Lesson Plan Study (PLC) sign in sheets, agendas, and Guided Reading and Math Data Logs.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Administration will collect classroom walk through observation data on the effective delivery of the planned lesson in Reading and Math Whole Group and Guided Small Group Instruction.

Person Responsible

JOHNA JOZWIAK

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Administration will walk through classrooms with the instructional calendar and lesson plans to observe the effectiveness of the delivery of the lesson plan. The data from this observation will be used in planning in order to work on delivery of the lesson. Observation data will be shared at leadership team meetings. Then, the Reading and Math Coach's, ESOL teacher, Administrative Academic Assistant, Teacher Leaders, as well as, Reading Interventionists' schedules will evolve based on that observational data where support and PD will be given based on individual tiered levels from leadership team meetings.

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 A317918	New Teachers/Staff team to keep new staff connected to building leadership(principal team, coach);...	JOZWIAK, JOHNA	8/22/2016	Staff and student data, PD agendas and sign in sheets, PLCs, and Teacher/ Principal Evaluation Domains Rubric	5/31/2017 weekly
G2.B3.S1.MA1 M331056	Principal/Assistant Principal, Instructional Coaches, Grade Level Teams, & Certified Intervention...	Gray, Rodrick	8/15/2016	Staff and student data, PD, Building team, agendas and sign in sheets, PLCs, and Teacher/Principal Evaluation Domains Rubric.	5/31/2017 biweekly
G2.B3.S1.MA1 M331057	Principal/Assistant Principal, Instructional Coaches, Grade Level Teams, Certified Intervention...	Gray, Rodrick	8/22/2016	Individual teacher data notebooks, Student data sheets, in Agendas, Teacher formative assessment checklists, whole and small group, Student Accelerated Reader log and reports, Student Summary Writing of the Learning Target, FAIR data summary and reports, STAR data summary and reports, Unit Reading Assessments, Reflex Math data summary and reports, Math module data assessments, Parent Involvement and Communication Documentation, Tier Summary and Intervention Plan form, Document Fidelity of Intervention and Progress Monitoring data sheet, Intervention Plan form, Tier 2 Small Group Problem Solving & Intervention Plan data sheet, PS-Rtl Eligibility Documentation Worksheet, & PD sign in sheets.	5/31/2017 monthly
G2.B3.S1.A1 A317919	Rtl/MTSS & CHAMPS Intervention TEAM will plan biweekly with each grade level team.	Gray, Rodrick	8/22/2016	Individual teacher data notebooks, Student data sheets, in Agendas, Teacher formative assessment checklists, whole and small group, Student Accelerated Reader log and reports, Student Summary Writing of the Learning Target, FAIR data summary and reports, STAR data summary and reports, Unit Reading Assessments, Reflex Math data summary and reports, Math module data assessments, Parent Involvement and Communication Documentation, Tier Summary and Intervention Plan form, Document Fidelity of Intervention and Progress Monitoring data sheet, Intervention Plan form, Tier 2 Small Group Problem Solving & Intervention Plan data sheet, PS-Rtl Eligibility Documentation Worksheet, & PD sign in sheets.	5/31/2017 biweekly
G2.B1.S2.MA1 M331052	Build leadership capacity among staff. Monitor staff and student progress, make adjustments as...	JOZWIAK, JOHNA	8/24/2016	Staff and student data, PD agendas and sign in sheets, PLCs, and Teacher/ Principal Evaluation Domains Rubric.	5/31/2017 weekly
G2.B1.S2.MA1 M331053	Leadership Team will lead and monitor the implementation of School Improvement Plan (SIP) and...	JOZWIAK, JOHNA	8/24/2016	Learning Walkthroughs by the Principal/ Assistant Principal and Instructional Coaches. Part of the supervision/ evaluation process; informal walkthrough lookfors are aligned to the instructional framework - provide feedback to instructional staff. Professional development created and lead by Principal/Assistant Principal; Instructional Coaches, Teacher Leaders	5/31/2017 weekly

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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
				(formally identified and other instructional leaders in the building). Provide necessary training, support, resources, and materials for the whole group, small group, and individual staff. Build on and coordinate with district initiatives and training (e.g., in-service and Model Classroom Observations, Studio Labs.	
G2.B1.S2.A1 A317917	Build leadership capacity among staff. Teacher leaders are also liaisons/ resources for teacher...	JOZWIAK, JOHNA	8/22/2016	AR, STAR, Weekly Assessments, Achieve 3000,Smarty Ants, IBTP, Math Weekly Standards Based Quizzes, Guided Reading and Math Small Group Student Journals, Student Data Folder, Teacher Data Notebooks, PSELL, PD agendas and sign in sheets, Surveys, Collaborative Reading and Math Lesson Planning signs in sheets, Lesson Plans, Classroom Observations, AdvancEd Documentation, and CEL agendas.	5/31/2017 weekly
G2.B2.S1.MA1 M331054	Student proficiency or appropriate learning gains on grade level standards.	JOZWIAK, JOHNA	8/22/2016	Progress Monitoring Assessments (PMAs) - (AR, STAR, Weekly Assessments, Achieve 3000, Smarty Ants, Math IBTP, Weekly Standards Based Quizzes, Reflex, Guided Reading and Math Small Group Journals, Teacher Data Notebooks, and Student Data Folders).	6/1/2017 daily
G2.B2.S1.MA1 M331055	Leadership Team will lead and monitor the implementation of School Improvement Plan (SIP) and...	JOZWIAK, JOHNA	8/22/2016	Staff and student data, PD, Building team, agendas and sign in sheets, PLCs, and Teacher/Principal Evaluation Domains Rubric.	6/1/2017 daily
G2.MA1 M331058	Student proficiency or appropriate learning gains on grade level standards.	JOZWIAK, JOHNA	8/15/2016	Progress Monitoring Assessments (PMAs) - (AR, STAR, Weekly Assessments, Achieve 3000, Smarty Ants, Math IBTP, Weekly Standards Based Quizzes, Reflex, Guided Reading and Math Small Group Journals, Teacher Data Notebooks, and Student Data Folders).	6/2/2017 monthly
G3.MA1 M331064	Student proficiency or appropriate learning gains on grade level standards.	JOZWIAK, JOHNA	8/15/2016	Progress Monitoring Assessments (PMAs) - (FAIR, Weekly Assesments, Achieve 3000/ Smarty Ants, Math IBTP, AR, STAR, Math Weekly Standards Based Quizzes, Relex, FSA).	6/2/2017 monthly
G2.B1.S1.MA1 M331049	Build leadership capacity among staff. Monitor staff and student progress, make adjustments as...	JOZWIAK, JOHNA	8/15/2016	Staff and student data, PD agendas and sign in sheets, PLCs, and Teacher/ Principal Evaluation Domains Rubric.	6/2/2017 weekly
G2.B1.S1.MA1 M331050	Leadership Team will lead and monitor the implementation of School Improvement Plan (SIP) and...	JOZWIAK, JOHNA	8/15/2016	AR, STAR, Weekly Assessments, Achieve 3000,Smarty Ants, IBTP, Math Weekly Standards Based Quizzes, Guided Reading and Math Small Group Student Journals, Student Data Folder, Teacher Data Notebooks, PSELL, PD agendas and sign in sheets, Surveys, Collaborative Reading and Math Lesson Planning signs in sheets, Lesson Plans, Classroom Observations, AdvancEd Documentation, and CEL agendas.	6/2/2017 biweekly
G2.B1.S1.MA3 M331051	Teacher Leaders with Principal/ Assistant Principal, Instructional Coaches, and ESOL Teacher will...	JOZWIAK, JOHNA	8/15/2016	PD agendas and sign in sheets, surveys, and Journey Observations.	6/2/2017 weekly

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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
G2.B1.S1.A1 A317916	Build leadership capacity among staff - it is the foundation of all our work. Monitor student...	JOZWIAK, JOHNA	8/15/2016	Teacher data notebooks, accountability cards, lesson plans, monitoring schedule, agendas and minutes from leadership team meetings, agendas, sign in sheets, and surveys from PDs, student work samples, and student data folders.	6/2/2017 biweekly
G3.B2.S1.MA1 M331059	Classroom Walk through Observations and Weekly Assessment Data for Reading and Weekly Standards...	JOZWIAK, JOHNA	8/15/2016	Observation Notes, Data-based Leadership Team agendas, Teacher Data Notebooks, Student Data Folders, Teacher Led Lesson Plan Study (PLC) sign in sheets, agendas, and Guided Reading and Math Data Logs.	6/2/2017 weekly
G3.B2.S1.MA3 M331060	Administration will collect classroom walk through observation data on the effective delivery of...	JOZWIAK, JOHNA	8/15/2016	Administration will walk through classrooms with the instructional calendar and lesson plans to observe the effectiveness of the delivery of the lesson plan. The data from this observation will be used in planning in order to work on delivery of the lesson. Observation data will be shared at leadership team meetings. Then, the Reading and Math Coach's, ESOL teacher, Administrative Academic Assistant, Teacher Leaders, as well as, Reading Interventionists' schedules will evolve based on that observational data where support and PD will be given based on individual tiered levels from leadership team meetings.	6/2/2017 weekly
G3.B2.S1.MA1 M331061	Principal or Assistant Principal, Reading and Math Coaches, and ESOL Teacher will observe the...	JOZWIAK, JOHNA	8/15/2016	Principal or Assistant Principal, Reading and Math Coaches, and ESOL Teacher will monitor the pre-planning ticket in the door, accountability card, the planning roles, teacher data notebooks as well as, the final Whole Group and Guided Reading and Math Small Group lesson plan product.	6/2/2017 biweekly
G3.B2.S1.A1 A317920	Strategies to help implement the goals include the following action steps: Reading and Math...	JOZWIAK, JOHNA	8/15/2016	Ticket In the Door (TIDAC) Accountability Cards, completed lesson plan products, classroom walkthroughs, meeting agendas, minutes, sign in sheets, PD sign in sheets, agendas, teacher reflection sheet, Building Team agendas, and minutes, Eastside monitoring schedule, Journey computer feedback, immediate feedback, written on hot pink Journey observation sheets, targeted feedback, teacher data notebooks, student data folders, AR, STAR, Weekly Assessments, Achieve 3000/ Smarty Ants, Math IBPT, Weekly standards based quizzes, student work samples, Guided Reading and Math Small Journals, and Florida Standards Assessment (FSA).	6/2/2017 biweekly

V. Professional Development Opportunities

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

G2. If school leaders develop and encourage leadership within others to support and drive the school's vision, mission, and culture of learning, throughout the school, a results focused learning environment will improve student and staff academic success.

G2.B1 Teachers not being willing to share best practices.

G2.B1.S1 Bi-Weekly Collaborative Planning Sessions, in Reading & Math (K-5) Science (5), with Coaches, ESOL Teacher, and Administration will analyze, examine, assess, and re-fine last years plans, based on the standards using the curriculum maps and timelines.

PD Opportunity 1

Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model. Focus on "our kids". Keeps achievement and our work transparent and moving forward. Strategies to help implement the goals include the following action steps: Grade Level Professional Learning Communities - Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model. Focus on our "our kids". Keeps achievement and our work transparent and moving forward. Professional Development - Build instructional and leadership capacity among the staff to promote student achievement for all students. Provide the necessary support to staff so they have the capacity to produce what we are asking for. Reciprocal accountability. Building Committees - Rti/MTSS/ CHAMPS, Parent Involvement Plan/Family Engagement, Safety/Duty, and New Staff. Staff Led and participate on building committees as part of our commitment to "The Basic School" philosophy, which is based on the belief that everyone plays a role in the running of the school. All important and necessary functions of the school; committee work allows for a focus on these issues while keeping the conversations and work around SIP, PD, PLCs, etc., focused on teaching and learning. Leadership TEAM - Build leadership capacity among staff. Accountability to school improvement plans and programs; keep focus on student achievement and make sure any program or instructional decisions made are aligned to SIP goals and initiatives. Team members assume responsibility for collecting and disseminating critical communication to their representatives. Teacher Leaders - Build leadership capacity among staff. Collaborative development of staff PD. Teacher leaders are also liaisons/resources for teacher learning and implementing the framework and the teacher/Principal Evaluation Domains Rubric.

Facilitator

Participants

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

G3. If teachers effectively deliver standards-based instruction in core academic areas consistently, then Eastside Elementary will place at or above the 40th percentile statewide for growth in Reading, Math, and Science proficiency in 2016-2017.

G3.B2 Many new staff members who have not used the Standards to plan lessons

G3.B2.S1 Bi-Weekly Collaborative Planning Sessions, in Reading & Math (K-5) Science (5), with Coaches, ESOL Teacher, and Administration, where we analyze, examine, assess, and re-fine last years plans, based on the standards using the curriculum maps and timelines.

PD Opportunity 1

Strategies to help implement the goals include the following action steps: Reading and Math Planning with the curriculum maps & timelines(K-5) and Science (5). The grade level team members are organized in professional learning communities (PLCs). PLCs are guided by the three critical components of high quality PLCs: a focus on learning, a collaborative culture, and a results orientation. Teams create and monitor norms for collaboration. Work is anchored by smart goals created through data analysis and ongoing progress monitoring of these goals a minimum of every 20-30 days. RtI/MTSS/CHAMPS Team -Bi-Weekly during Reading and Math planning with each grade level team. Analyze results of district benchmark assessments using a specific protocol; look at overall achievement and achievement/progress of sub groups. Triangulate data and results with other school/classroom data to modify instruction or intervention as needed. Plan next steps. Check in on instructional programs/agreements. Just in time PD. Also one time a month to analyze the data and have deeper discussions about the work and provide instructional supports where warranted. Will monitor and ensure fidelity of implementation of interventions (RtI/MTSS); data analysis, progress monitoring and next steps, problems of practice. Learning Walkthroughs - Part of the supervision/ evaluation process; informal walk through lookfors are aligned to the instructional framework - provide feedback to instructional staff. Professional Development - Provide necessary training, support, resources, and materials for the whole group, small group, and individual staff. Build on and coordinate with district initiatives and training. Professional Development - Provide necessary training, support, resources, and materials for the whole group, small group, and individual staff. Build on and coordinate with district initiatives and training. Leadership Team - Lead and monitor the implementation of School Improvement Plan (SIP) and building initiatives (data, PD, PLCs, instructional programs, district needs). New Teachers/Staff - Support and induction; upcoming events, PD, hearing from teacher leaders and visiting highly effective classrooms/teachers. Keeps new staff connected to building leadership (principal team, coach).

Facilitator

Participants

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G2.B1.S1.A1	<p>Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model. Focus on "our kids". Keeps achievement and our work transparent and moving forward. Strategies to help implement the goals include the following action steps: Grade Level Professional Learning Communities - Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model. Focus on our "our kids". Keeps achievement and our work transparent and moving forward.</p> <p>Professional Development - Build instructional and leadership capacity among the staff to promote student achievement for all students. Provide the necessary support to staff so they have the capacity to produce what we are asking for. Reciprocal accountability. Building Committees - Rti/MTSS/CHAMPS, Parent Involvement Plan/Family Engagement, Safety/Duty, and New Staff. Staff Led and participate on building committees as part of our commitment to "The Basic School" philosophy, which is based on the belief that everyone plays a role in the running of the school. All important and necessary functions of the school; committee work allows for a focus on these issues while keeping the conversations and work around SIP, PD, PLCs, etc., focused on teaching and learning. Leadership TEAM - Build leadership capacity among staff. Accountability to school improvement plans and programs; keep focus on student achievement and make sure any program or instructional decisions made are aligned to SIP goals and initiatives. Team members assume responsibility for collecting and disseminating critical communication to their representatives. Teacher Leaders - Build leadership capacity among staff. Collaborative development of staff PD. Teacher leaders are also liaisons/resources for teacher learning and implementing the framework and the teacher/Principal Evaluation Domains Rubric.</p>	\$0.00
2	G2.B1.S2.A1	<p>Build leadership capacity among staff. Teacher leaders are also liaisons/resources for teacher learning and implementing the framework and the Teacher/Principal Evaluation Domains Rubric.</p>	\$0.00
3	G2.B2.S1.A1	<p>New Teachers/Staff team to keep new staff connected to building leadership(principal team, coach); highlight upcoming events and information and provide supports (e.g., parent/teacher/student goal setting conferences) specific to what is coming up on the calendar (mostly topics that veteran staff don't need to meet about any longer). Provide opportunity to ask questions, ensure implementation of building processes and culture (how we do thing around here), observe and reflect on learning from colleagues and classrooms (noticings and wonderings). Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model. Focus on "our kids". Keeps achievement and our work transparent and moving forward. Strategies to help implement the goals include the following action steps: Grade Level Professional Learning Communities - Build leadership capacity among staff - it is the foundation of all our work. Monitor student achievement in a collaborative, data driven model. Focus on our "our kids". Keeps achievement and our work transparent and moving forward. Professional Development - Build instructional and leadership capacity among the staff to promote student achievement for all students. Provide the necessary support to staff so they have the capacity to produce what we are asking for. Reciprocal accountability. Building Committees - Rti/MTSS/CHAMPS, Parent Involvement</p>	\$0.00

		<p>Plan/Family Engagement,Safety/Duty, and New Staff. Staff Led and participate on building committees as part of our commitment to "The Basic School" philosophy, which is based on the belief that everyone plays a role in the running of the school. All important and necessary functions of the school; committee work allows for a focus on these issues while keeping the conversations and work around SIP, PD, PLCs, etc., focused on teaching and learning. Leadership TEAM - Build leadership capacity among staff. Accountability to school improvement plans and programs; keep focus on student achievement and make sure any program or instructional decisions made are aligned to SIP goals and initiatives. Team members assume responsibility for collecting and disseminating critical communication to their representatives. Teacher Leaders - Build leadership capacity among staff. Collaborative development of staff PD. Teacher leaders are also liaisons/ resources for teacher learning and implementing the framework and the teacher/Principal Evaluation Domains Rubric.</p>				
4	G2.B3.S1.A1	<p>Rtl/MTSS & CHAMPS Intervention TEAM will plan biweekly with each grade level team.</p>				\$0.00
5	G3.B2.S1.A1	<p>Strategies to help implement the goals include the following action steps: Reading and Math Planning with the curriculum maps & timelines(K-5) and Science (5). The grade level team members are organized in professional learning communities (PLCs). PLCs are guided by the three critical components of high quality PLCs: a focus on learning, a collaborative culture, and a results orientation. Teams create and monitor norms for collaboration. Work is anchored by smart goals created through data analysis and ongoing progress monitoring of these goals a minimum of every 20-30 days. Rtl/MTSS/ CHAMPS Team -Bi-Weekly during Reading and Math planning with each grade level team. Analyze results of district benchmark assessments using a specific protocol; look at overall achievement and achievement/progress of sub groups. Triangulate data and results with other school/classroom data to modify instruction or intervention as needed. Plan next steps. Check in on instructional programs/agreements. Just in time PD. Also one time a month to analyze the data and have deeper discussions about the work and provide instructional supports where warranted. Will monitor and ensure fidelity of implementation of interventions (Rtl/MTSS); data analysis, progress monitoring and next steps, problems of practice. Learning Walkthroughs - Part of the supervision/evaluation process; informal walk through lookfors are aligned to the instructional framework - provide feedback to instructional staff. Professional Development - Provide necessary training, support, resources, and materials for the whole group, small group, and individual staff. Build on and coordinate with district initiatives and training. Professional Development - Provide necessary training, support, resources, and materials for the whole group, small group, and individual staff. Build on and coordinate with district initiatives and training. Leadership Team - Lead and monitor the implementation of School Improvement Plan (SIP) and building initiatives (data, PD, PLCs, instructional programs, district needs). New Teachers/Staff - Support and induction; upcoming events, PD, hearing from teacher leaders and visiting highly effective classrooms/teachers. Keeps new staff connected to building leadership (principal team, coach).</p>				\$153,817.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0361 - Eastside Elementary School	Title I, Part A		\$66,259.00
			Notes: Math Coach			

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			0361 - Eastside Elementary School	Title I, Part A		\$59,847.00
			<i>Notes: Reading Coach</i>			
			0361 - Eastside Elementary School	Title I, Part A		\$27,711.00
			<i>Notes: Curriculum Development - Voluntary After-School - Collaborative Paid Lesson Planning</i>			
					Total:	\$153,817.00