

School District of Osceola County, FL

East Lake Elementary School



2017-18 Schoolwide Improvement Plan

East Lake Elementary School

4001 BOGGY CREEK RD, Kissimmee, FL 34744

www.osceolaschools.net

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-5 | Yes | 86% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 81% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | B | B | C* | A |

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Osceola 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 8 |
| Effective Leadership | 8 |
| Public and Collaborative Teaching | 12 |
| Ambitious Instruction and Learning | 13 |
| 8-Step Planning and Problem Solving Implementation | 16 |
| Goals Summary | 16 |
| Goals Detail | 16 |
| Action Plan for Improvement | 20 |
| Appendix 1: Implementation Timeline | 59 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 64 |
| Professional Development Opportunities | 64 |
| Technical Assistance Items | 67 |
| Appendix 3: Budget to Support Goals | 67 |

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for East Lake Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Central - Lucinda Thompson | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

East Lake Elementary will provide a welcoming, supportive environment that ensures high levels of learning for all individuals.

b. Provide the school's vision statement.

East Lake Elementary will work in partnership with families and the community to ensure all learners develop the essential knowledge and skills to strengthen our thriving community.

2. School Environment

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

The school reviews the diversity of students at the beginning of the year to ensure that all students are made to feel welcome and that we have the needed resources to help students succeed. Throughout the year there are activities and celebrations of cultures. During the year classes will celebrate different cultures as part of the curriculum. Additionally, all classroom teachers have been trained to use a program called Harmony in their rooms, which assists the teacher in building a classroom community. The program provides teachers with topics for class meetings and quick team building activities that can be built in to their curriculum throughout the day. This helps them build better relationships with their students.

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

Safety is a priority at East Lake Elementary School and safety is monitored with the school safety committee. This committee, along with the PBIS group, works to ensure that the entire East Lake community feels safe at all times while on campus. During arrival times, students have designated waiting areas determined by the method of arrival and departure. Students are escorted by staff to and from these areas and are supervised while waiting. With support from the PBIS committee, SOAR expectations are taught to all students at school and students are encouraged to be proud of being an Eagle. Through PBIS, students also have the opportunity to spend Eagle Bucks at a school store as well as for attendance at planned events.

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.

East Lake follows the PBIS(Positive Behavioral Interventions & Supports) model. Within the model, both discipline and academics are looked at, all while using different interventions to meet the needs of individual students. The PBIS committee has set up incentives. both daily and monthly, for students who have earned "Eagle Bucks" for following our school-wide, SOAR expectations. East Lake uses both minor and major infraction forms, with the major infraction form being a referral. Teachers are taught what behaviors elicit a minor or a major referral and students are held accountable for their actions. The school uses SOAR (strive for success, on time on time, act

responsibly, respect for all) as classroom rules. Each teacher then uses the SOAR expectations to break down what each expectation looks like in their class.

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.

East Lake Elementary School provides a positive attitude towards behavior for all students. For the students who have additional needs there are several programs provided. Administration consistently visits students who need additional support in the classroom. The guidance counselor offers several different group sessions based on student needs; such as students who's parents are divorced, the loss of a family member and bullying. The school psychologist also offers counseling for students in greater need. The support staff also participates with mentoring students to provide a positive role mode. There is a social worker who is on campus once a week and is available by phone to help our students and families. Student needs are also discussed during MTSS meetings with teachers. If there is a need that arises not currently available, the MTSS team brainstorms solutions or will contact the school district for support, ensuring that all students at East Lake have access to any social-emotional support needed.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school identifies students whose attendance is below 90%, have one or more suspensions, have failed an ELA or Math course, or attained a level 1 on a state assessment through the FOCUS database system used by our school district. Additionally, we identify students that fall into more than one of these categories through this system as well. Once identified, ELES staff provide interventions based on student needs. These interventions include such things as attendance contracts or incentives, MTSS tiered interventions with paraprofessionals, teachers, or instructional coaches, and behavior contracts or plans, all depending upon the individual needs of the students.

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 | 23 | 30 | 21 | 23 | 28 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 142 |
| One or more suspensions | 1 | 0 | 4 | 4 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| 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 | 48 | 78 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 179 |
| | 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 | 0 | 0 | 15 | 17 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |

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

East Lake implemented many intervention strategies to improve academic performance of students that were identified using the early warning system. We offered morning tutoring, push in tutoring in the classrooms, as well as using the P.E. waiver to offer more instruction during essentials (or block) classes. Students were selected based upon previous test scores, including FSA, i-Ready, and common formative assessments. During MTSS meetings, students exhibiting poor attendance patterns or excessive absences were targeted and their names are brought to the Attendance Committee for review.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/463784>.

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.

East Lake designates a staff member as the community/business liaison. This person meets with and solicits new business partners. We have several partners that have been with the school for extended time and we are continually adding new partners. Our partners provide a variety of help and support. East Lake is a 5-Star school, having reached the required number of volunteer hours within a school year. Parents are welcome to sign up through the OASIS program and volunteer at the school or in a classroom. At the end of the year, an appreciation event is held to thank all the volunteers and partners for their support.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|---------------------|---------------------|
| DeLuca, Hilary | Principal |
| DeRight, Nathan | Assistant Principal |
| Blades, Kathy | Instructional Coach |
| Archambeau, Gidget | Instructional Coach |
| Glasheen, Jennifer | Instructional Coach |
| MacMillan, Michelle | Instructional Coach |
| Glasheen, Jennifer | Instructional Media |
| Hassell, Cynthia | Teacher, ESE |

b. Duties

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

Administration: As the academic leaders, administration oversees all areas of the school and lead staff in the direction that best meets student needs. Provides a common vision and monitors implementation of strategic goals.

Instructional Coaches: East Lake has four instructional coaches that focus on different areas of the school. The literacy coach provides guidance on the K-12 Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier 1, Tier 2, and Tier 3 Intervention Plans. The math/science coach provides guidance on the K-12 Math/Science Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, and supports the implementation of Tier 1, Tier 2, and Tier 3 Intervention Plans. The MTSS coach 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. Our LRS provides direct interventions to Tier 2 & 3 students and is responsible for mentoring and professional development for new teachers at East Lake Elementary in order to increase staff retention.

Exceptional Student Education (ESE) Teacher: Leads the PLC process with ESE teachers at East Lake in order to ensure that all students are receiving the supports needed to be successful and provides guidance in best practices for students with a variety of support needs.

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 MTSS Leadership team meets monthly to review school wide data and students receiving MTSS interventions. The first meeting the team reviewed the SIP Goals and available student data to look for school trends. Meetings to review and analyze current student data to monitor all students academic progress. The committee will then make recommendations based on the needs of individual or small instruction based on the level of intensity needs. The MTSS Leadership committee will also look at school wide data to see if there are trends in student learning that need to be identified for Tier 1 instruction. As these trends are identified

teachers will receive professional development and assistant from academic coaches.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the

school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|--------------------|
| Jamie Hopkins | Parent |
| Hilary DeLuca | Principal |
| Robin Gatewood | Teacher |
| Kimberly Maslowski | Teacher |
| Elizabeth Roe | Teacher |
| Tina Cryderman | Parent |
| Emily Kress | Teacher |
| Kathy Sciortino | Teacher |
| Louise Smith | Business/Community |
| Gidget Archambeau | Teacher |
| Yassir Paula | Parent |
| Joshua Pena | Business/Community |
| Sasha Pena | Parent |
| Wendy Santiago | Parent |
| Marcos Santiago | Parent |
| Christine Lopez | Parent |
| Natalie Faulhaber | Parent |
| Melissa Long | Parent |
| JT Blanco | Parent |
| Rebecca Goldsmith | Parent |
| Jolene Torres | Parent |
| Nydia Torres | Teacher |
| Zeneida Cabrera | 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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC reviews the goals throughout the year and monitors student progress. During a SAC meeting, the school climate survey results were shared once all data was collected. Suggestions were then made based upon the results of the survey to better the school as a whole. During the first meeting in September the results from testing will be discussed as well as the anticipated school goals for the year.

b. Development of this school improvement plan

The plan is developed by administration and school leadership team, with additional input from all staff. Administration presents the CIMS to the SAC committee, suggestions are discussed, and the committee votes to approve the plan.

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

The school principal prepares the school budget.

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

The use of SAC funds will be utilized to support teachers and students in accordance to the Continuous Improvement Management System. SAC purchased over \$1,000 in math manipulatives for grades 3-5, \$2,500 on e-books for student engagement and listens to proposals given by teachers or various stakeholders throughout the school year.

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 |
|---------------------|---------------------|
| DeLuca, Hilary | Principal |
| Glasheen, Jennifer | Instructional Media |
| Archambeau, Gidget | Instructional Coach |
| Glasheen, Jennifer | Instructional Coach |
| Hopkins, Jamie | Teacher, K-12 |
| Holloway, Juanita | Teacher, K-12 |
| Emanuel, Shoba | Teacher, K-12 |
| Gelfert, Michelle | Paraprofessional |
| Sciortino, Kathleen | Teacher, K-12 |
| Holmes, Jessica | Teacher, K-12 |

b. Duties

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

In order to address the implementation of Florida Standards, the primary focus of the LLT will be on collaborative standards based planning and instruction. Based on the most current reading achievement data, the LLT will also be targeting strategies aimed at increasing the opportunity for students to read. Examples of this include family literacy nights, SSYRA and SSYRA Jr. incentives, and Literacy Week celebrations.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers work collaboratively in Professional Learning Communities (PLCs). Within the PLCs, each grade level plans lessons, creates assessments, and analyzes school data as a team. PLC teams meet weekly and teachers are encouraged to meet vertically, where teachers of various grade levels meet with their content areas. Administration also provides teachers with grade level unit planning days throughout the year. Reading and Math teachers meet and collaborate together to create lesson plans and CIM assessments to provide a spiral review. Grade levels either are given a half or a full day planning day respectively. Finally, teachers are encouraged to flexibly group their students and provide each student with their most suitable learning environment.

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

The principal attends any teacher recruitment opportunity. There is an ongoing effort to locate new teachers through district and university resources. The teachers are contacted about future teaching opportunities. The new teacher mentoring program runs throughout the school year and is facilitated by academic coaches. There is a monthly meeting for all teachers that are new to the staff for information and support. Additionally, there is a new teacher training at the beginning of the school year designed to support new teachers through planning and model classroom observations with feedback.

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

There is a year long mentoring program for new teachers. The teachers are assigned a mentor , who has been selected based on the needs and grade level of the new teacher. There will be a monthly new teacher meeting to cover important issues, such as report cards and behavior plans. New teacher will also receive help from the academic coaches throughout the year. Additionally, there is a new teacher training at the beginning of the school year designed to support new teachers through planning and model classroom observations with feedback.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district has created a time line with standards. Our teachers follow the district calendar. All programs that are used in addition to the district mandated curriculum are research based and follow the state standards. All materials are reviewed and approved by the principal.

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.

East Lake uses i-Ready data to progress monitor regularly throughout the year. Students that are not performing to proficiency are provided with additional assistance. Students are given more direct attention within smaller group settings during math and reading time daily. Students in the lower quartile of the school are tutored during the school day and are given at home opportunities as well. Teachers meet regularly with the school Literacy Coach and Math/Science coach to be given assistance on how to differentiate instruction based upon the students needs when needed.

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: 1,080

Students that are in the lowest quartile and scored a Level 1 on FSA Reading or Mathematics and/or Tier 3 in the MTSS process will receive intervention in reading and mathematics for 30 minutes a day/4 days a week. The intervention will be taught by highly qualified teacher(s) and/or paraprofessionals during essential time (given parent(s) sign the PE waiver).

Strategy Rationale

The extended learning strategy above is necessary to help students on the path to proficiency in order to be college and career ready.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

DeLuca, Hilary, hilary.deluca@osceolaschools.net

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

Data from i-Ready reading and math will be collected on a weekly, monthly, and quarterly basis to determine if students are progressing or need to continue with intervention. Additionally, common formative assessment data will be utilized to track progress with specific standards.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

East Lake provides two units of Voluntary Pre-Kindergarten, one in the morning and one in the afternoon. This services approximately 40 students in the community. East Lake also houses three ESE Pre-K units for students ages 3 to 5 for our students with disabilities. All units follow a set curriculum for their students. Both VPK and ESE Pre-K meet weekly during Professional Learning Communities. The District Level supervisor makes monthly or quarterly visits to the units and provides feedback to Administration. As students prepare to head to middle school, our staff meet with the middle school staff in the area and assist with scheduling and provide guidance for both students and families.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.
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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** If East Lake Elementary increases rigorous, standards-based instruction with authentic student engagement for all grade levels in reading, mathematics, and science through planning, collaboration, and professional development, then student achievement for ALL students will increase.
- G2.** If East Lake Elementary School increases timeliness to school and attendance at school, then student achievement will increase.

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 East Lake Elementary increases rigorous, standards-based instruction with authentic student engagement for all grade levels in reading, mathematics, and science through planning, collaboration, and professional development, then student achievement for ALL students will increase. 1a

G095411

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA ELA Achievement | 60.0 |
| FSA Mathematics Achievement | 67.0 |
| Statewide Science Assessment Achievement | 55.0 |
| FSA ELA Achievement - ELL | 44.0 |
| FSA ELA Achievement - SWD | 29.0 |
| ELA/Reading Lowest 25% Gains | 44.0 |
| Math Lowest 25% Gains | 65.0 |
| ELA/Reading Gains | 55.0 |
| FSA Math Achievement - ELL | 44.0 |
| FSA Math Achievement - SWD | 24.0 |
| Math Gains | 65.0 |

Targeted Barriers to Achieving the Goal 3

- Planning for Instruction
- MTSS fidelity
- Low-Functioning PLCs

Resources Available to Help Reduce or Eliminate the Barriers 2

- instructional coaches
- district resource teachers
- All things PLC website
- SEM-R
- Solution Tree website
- GradeCam

Plan to Monitor Progress Toward G1. 8

Classroom Walk-throughs

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Classroom walkthrough feedback about differentiation of instruction

Plan to Monitor Progress Toward G1. 8

I-Ready Reading Data

Person Responsible

Gidget Archambeau

Schedule

Triannually, from 9/1/2017 to 5/31/2018

Evidence of Completion

Growth reports will be used to monitor student gains and projected proficiency.

Plan to Monitor Progress Toward G1. 8

I-Ready Math

Person Responsible

Michelle MacMillan

Schedule

Triannually, from 9/1/2017 to 5/31/2018

Evidence of Completion

Growth reports will be used to monitor student gains and projected proficiency.

Plan to Monitor Progress Toward G1. 8

Science Grade-Level Assessments

Person Responsible

Michelle MacMillan

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Standards-reports through Grade-Cam will allow teachers to track progress on individual standards.

G2. If East Lake Elementary School increases timeliness to school and attendance at school, then student achievement will increase. 1a

 G095412

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| Chronic Absenteeism | 30.0 |
| Attendance rate | 94.0 |

Targeted Barriers to Achieving the Goal 3

- Structure for monitoring and addressing attendance
- Educating Parents and students
- Cleanliness of classrooms/common areas

Resources Available to Help Reduce or Eliminate the Barriers 2

- educational materials for parents
- posters
- task force
- newsletters
- cleaning materials

Plan to Monitor Progress Toward G2. 8

Student Attendance

Person Responsible

Nathan DeRight

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Average Daily Attendance, EWS, Perfect Attendance

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. If East Lake Elementary increases rigorous, standards-based instruction with authentic student engagement for all grade levels in reading, mathematics, and science through planning, collaboration, and professional development, then student achievement for ALL students will increase. 1

G095411

G1.B1 Planning for Instruction 2

B256863

G1.B1.S1 Teacher training for differentiated instruction. 4

S271704

Strategy Rationale

Teachers need support in choosing appropriate tasks for ELL students, ESE students, and high-performing students as demonstrated by learning gains scores as well as demographic scores.

Action Step 1 5

Categorize teachers needing ELA training or Math/Science Training

Person Responsible

Hilary DeLuca

Schedule

On 10/31/2017

Evidence of Completion

Agenda/Meeting minutes from Leadership Meeting

Action Step 2 5

Math/Science Coach will provide training on differentiated instruction with the Math and Science blocks

Person Responsible

Michelle MacMillan

Schedule

Daily, from 8/1/2017 to 12/31/2017

Evidence of Completion

Sign-in sheets, agenda, teacher lesson plan utilizing differentiated instruction

Action Step 3 5

Literacy Coach will provide training on differentiated instruction with the ELA blocks

Person Responsible

Gidget Archambeau

Schedule

Weekly, from 8/3/2017 to 12/31/2017

Evidence of Completion

Sign-in sheets, agenda, teacher lesson plan utilizing differentiated instruction

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

Monitor that all professional development identified in the SIP are provided

Person Responsible

Nathan DeRight

Schedule

Monthly, from 8/3/2017 to 5/31/2018

Evidence of Completion

Collect agendas, sign-in sheets, presentation materials

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

Maintain documentation of professional development offered to ELA teachers

Person Responsible

Gidget Archambeau

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Agendas, presentation materials, resources, coaches' log

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

Maintain documentation of professional development offered to Math/Science teachers

Person Responsible

Michelle MacMillan

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Agendas, presentation materials, resources, coaches' log

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

Leadership Meetings

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Leadership meetings will focus on needs of students and the utilization of appropriate and effective differentiation strategies in classrooms.

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

Walkthroughs

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Walkthroughs will be done by the leadership team to monitor to the effectiveness of differentiation within the classrooms.

G1.B1.S2 Provide deliberate and purposeful feedback for lesson plans. 4

 S271705

Strategy Rationale

As teachers plan for lessons, it is beneficial to provide feedback on strategies chosen and learning targets prior to the learning taking place.

Action Step 1 5

Provide instruction to teachers about requirements for and turning in lesson plans

Person Responsible

Nathan DeRight

Schedule

On 8/11/2017

Evidence of Completion

Pre-planning agenda, presentation copies

Action Step 2 5

Review Lesson Plans

Person Responsible

Nathan DeRight

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Leadership Meeting Agenda and Minutes

Action Step 3 5

Provide written feedback to teachers of reviewed plans

Person Responsible

Nathan DeRight

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Sign in sheets, agenda, teacher lesson plans, emails with feedback

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Lesson plans reviewed

Person Responsible

Nathan DeRight

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Agendas and minutes of leadership team meetings in which lesson plans are reviewed and discussed

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Feedback for plans provided

Person Responsible

Nathan DeRight

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Written feedback to teachers collected

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Leadership team will monitor to ensure lesson plans are reviewed and discussed.

Person Responsible

Nathan DeRight

Schedule

Weekly, from 8/3/2017 to 8/3/2017

Evidence of Completion

Agendas and minutes from leadership meetings, written feedback to teachers

G1.B1.S3 Walkthroughs with feedback. 4

 S271706

Strategy Rationale

Ensuring that planning aligns with implementation and providing feedback on delivery of instruction.

Action Step 1 5

Create a walkthrough schedule

Person Responsible

Hilary DeLuca

Schedule

On 9/29/2017

Evidence of Completion

Schedule of Walkthroughs

Action Step 2 5

Walkthrough Classrooms in small teams

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Walkthrough schedule/notes/leadership team meeting minutes

Action Step 3 5

Provide written feedback to teachers

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Walkthrough feedback

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Leadership Meetings

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Minutes to include discussions of general walkthrough trends and identification of school needs for PD or support.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Leadership meetings

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Overall trends from walkthrough data, including an increased observation of appropriate differentiation strategies

G1.B1.S4 New Teacher Boot-camp. 4

 S271707

Strategy Rationale

New teachers need to understand how to differentiate instruction to meet the needs of their students and where to find the appropriate resources to do so.

Action Step 1 5

Create a plan for instructing new teachers

Person Responsible

Jennifer Glasheen

Schedule

On 8/18/2017

Evidence of Completion

Boot Camp Agenda, presentation materials

Action Step 2 5

New Teacher Boot Camp

Person Responsible

Jennifer Glasheen

Schedule

On 8/25/2017

Evidence of Completion

Sign In Sheets, presentation materials

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Leadership Meeting

Person Responsible

Jennifer Glasheen

Schedule

On 8/31/2017

Evidence of Completion

Agenda and minutes showing discussion of New Teacher Boot Camp

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Walkthroughs

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Walkthroughs with feedback will be done in order to ensure that the strategies learned at Boot Camp are implemented into the classroom or to identify areas of additional support needed.

G1.B1.S5 Individual Coaching Cycles 4

 S271708

Strategy Rationale

Instructional coaches will complete coaching cycles with teachers needing additional support in differentiating instruction.

Action Step 1 5

Identify teachers in need of individual coaching cycles

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Minutes from Coaching meetings

Action Step 2 5

Conduct Coaching Cycles for ELA

Person Responsible

Gidget Archambeau

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Coaching Log

Action Step 3 5

Conduct Coaching Cycles for Math/Science

Person Responsible

Michelle MacMillan

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Coaching Log

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Coaches Meeting

Person Responsible

Hilary DeLuca

Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Minutes outlining teachers identified as needing support through coaching cycles and discussion of results.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Walkthroughs

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Feedback to teachers participating in coaching cycles that support the topic of the learning cycle

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Walkthroughs

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Walkthroughs with feedback

G1.B2 MTSS fidelity 2

 B256864

G1.B2.S1 Provide a structure for iii 4

 S271709

Strategy Rationale

Providing a structure for iii time will allow for more effective interventions for students in all tiers.

Action Step 1 5

Identify needs for iii

Person Responsible

Kathy Blades

Schedule

On 9/15/2017

Evidence of Completion

Agenda/Meeting minutes from Leadership Meeting

Action Step 2 5

Create structure for iii

Person Responsible

Kathy Blades

Schedule

On 9/29/2017

Evidence of Completion

Agenda/Meeting minutes from leadership meeting

Action Step 3 5

Train staff on the structure of iii

Person Responsible

Kathy Blades

Schedule

On 10/31/2017

Evidence of Completion

sign-in sheets, agenda

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

PLC Meetings

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

During PLCs, teachers will group students according to needs in order to provide the appropriate interventions/enrichment for each content area.

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

Walkthroughs during iii

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

The leadership team will conduct walkthroughs to monitor that strategies appropriate to the student are being implemented, as well as any areas of support needed.

G1.B2.S2 Purchase materials for use in Tier 2 and 3 interventions **4**

 S271710

Strategy Rationale

Providing materials for use in Tier 2 and 3 will allow for a more systematic approach to interventions.

Action Step 1 **5**

Identify resources for iii

Person Responsible

Kathy Blades

Schedule

On 8/31/2017

Evidence of Completion

Agenda/minutes from leadership meeting

Action Step 2 **5**

Order Resources

Person Responsible

Kathy Blades

Schedule

On 9/29/2017

Evidence of Completion

Purchase Order/Receipts

Action Step 3 5

Train staff to utilize resources

Person Responsible

Jennifer Glasheen

Schedule

On 9/29/2017

Evidence of Completion

sign in sheets/presentation materials

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

Walkthroughs during iii

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Teachers will utilize purchased resources appropriately

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

Walkthroughs during iii

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Walkthroughs will allow the leadership team to analyze the usage of purchased materials and to see continued areas of need.

G1.B2.S3 Create a schedule for MTSS meetings 4

 S271711

Strategy Rationale

Providing time for discussion of individual student needs will ensure that we intervene with appropriate strategies and a timely fashion.

Action Step 1 5

Create the schedule for MTSS meetings

Person Responsible

Kathy Blades

Schedule

On 9/29/2017

Evidence of Completion

Schedule

Action Step 2 5

Provide the schedule of MTSS meetings to teachers

Person Responsible

Kathy Blades

Schedule

On 9/29/2017

Evidence of Completion

Emails to staff

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Leadership Meeting

Person Responsible

Kathy Blades

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Minutes from leadership meetings that discuss specific student needs arising from MTSS meetings with the coach.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

MTSS Data

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Data collected from MTSS meetings analyzed by the leadership team.

G1.B3 Low-Functioning PLCs 2

 B256865

G1.B3.S1 Leadership team member mentors a PLC 4

 S271712

Strategy Rationale

Teachers need to understand the purpose and function of PLCs. Providing immediate support and feedback at PLC meetings will assist in keeping the appropriate focus.

Action Step 1 5

Assign Leadership team to mentor a grade level

Person Responsible

Hilary DeLuca

Schedule

On 8/4/2017

Evidence of Completion

Grade Level Assignments

Action Step 2 5

Leadership team member attends meetings/provides support

Person Responsible

Jennifer Glasheen

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

PLC agenda and minutes

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

Leadership Meetings

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Minutes showing discussions of needs of grade level PLC or information discussed during PLC.

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

PLC Self Assessment

Person Responsible

Jennifer Glasheen

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

PLCs self-assess on the 7 stages rubric throughout the school year. This tool will be used to monitor the effectiveness of the support provided.

G1.B3.S2 Build participant capacity 4

 S271713

Strategy Rationale

By training individuals of each PLC to be experts in an area, they will be able to contribute equally to the efforts of the PLC.

Action Step 1 5

Identify roles for various members of PLCs.

Person Responsible

Jennifer Glasheen

Schedule

On 9/1/2017

Evidence of Completion

Leadership meeting agenda/minutes

Action Step 2 5

Identify and provide training opportunities for selected roles.

Person Responsible

Jennifer Glasheen

Schedule

On 10/27/2017

Evidence of Completion

PD Sign-in sheets, individual PD record, agendas.

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

Leadership members will attend and support PLC meetings

Person Responsible

Jennifer Glasheen

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Leadership meeting minutes discussing PLCs, specifically group interaction and additional support needed.

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

PLC Self Assessment

Person Responsible

Jennifer Glasheen


Schedule

Semiannually, from 9/1/2017 to 5/31/2018

Evidence of Completion

Each PLC assesses themselves through the Seven Stages of PLC rubric. This will be used to determine areas of strength and additional support.

G1.B3.S3 Continuous PLC Facilitator training 4

 S271714

Strategy Rationale

Providing PLC facilitators with the resources they need to effectively guide PLCs will make them more effective and efficient.

Action Step 1 5

Create a schedule for PLC facilitators to meet.

Person Responsible

Jennifer Glasheen

Schedule

On 10/13/2017

Evidence of Completion

Meeting schedule

Action Step 2 5

Identify needs of school PLCs

Person Responsible

Jennifer Glasheen

Schedule

On 10/13/2017

Evidence of Completion

Leadership meeting minutes

Action Step 3 5

PLC Facilitators will collaborate about strategies for moving PLCs forward.

Person Responsible

Jennifer Glasheen

Schedule

Monthly, from 10/2/2017 to 5/31/2018

Evidence of Completion

PLC Meeting Agenda/Minutes

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

PLC Meetings

Person Responsible

Jennifer Glasheen

Schedule

Weekly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Feedback provided to PLC Facilitators

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

PLC Self Assessment

Person Responsible

Jennifer Glasheen


Schedule

Semiannually, from 9/1/2017 to 5/31/2018

Evidence of Completion

The Seven Stages of PLC rubric will be used to monitor progress of each grade-level PLC.

G2. If East Lake Elementary School increases timeliness to school and attendance at school, then student achievement will increase. 1

 G095412

G2.B1 Structure for monitoring and addressing attendance 2

 B256866

G2.B1.S1 Assign a staff member to monitor students with 5 or more days of unexcused absences. 4

 S271715

Strategy Rationale

Assigning one staff member will provide consistency and focus with the district attendance policy.

Action Step 1 5

Administration will designate one staff member to monitor attendance, send attendance letters, schedule attendance meetings, and complete attendance paperwork.

Person Responsible

Hilary DeLuca

Schedule

On 8/11/2017

Evidence of Completion

ELES Office Staff and Responsibilities Sheet, attendance documentation (parent notes, letters, meeting minutes)

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

Parent Attendance Meetings

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 9/1/2017 to 9/1/2017

Evidence of Completion

Meeting minutes, Monthly Attendance Rating

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

Attendance Rates

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Comparison of specific student attendance rates from last year to the current year.
Attendance plans for specific students.

G2.B1.S2 Create an attendance task force. 4

 S271716

Strategy Rationale

An attendance task force will be used to problem solve solutions to lower levels of absence and brainstorm incentives for positive attendance.

Action Step 1 5

Administration will develop an attendance task force.

Person Responsible

Hilary DeLuca

Schedule

On 8/31/2017

Evidence of Completion

Task force sign up (email)

Action Step 2 5

The task force will review and revise attendance incentives to promote attendance.

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Attendance Task Force minutes

Action Step 3 5

The task force will review and revise plans for specific low-attending students to promote attendance at school.

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Attendance Task Force Minutes

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

Task Force Meetings

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 10/2/2017 to 5/31/2018

Evidence of Completion

Meeting minutes

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

Attendance Rates at Task Force Meetings

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Attendance rates of students (will be used to adjust strategies used).

G2.B1.S3 Parent meetings will be held for students with high levels of absence. 4

 S271717

Strategy Rationale

Parent meetings will identify areas of need that the school may be able to find supports for in order to assist with positive school attendance.

Action Step 1 5

Determine students with high rates of absence

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Attendance Reports from FOCUS

Action Step 2 5

Schedule and hold meetings for parents of students with high levels of absence.

Person Responsible

Hilary DeLuca

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Parent invitations to meetings, meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Attendance Rates of Truant Students

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Average Daily Attendance Rate in FOCUS

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Attendance Rates

Person Responsible

Hilary DeLuca

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Attendance rates of students in FOCUS.

G2.B2 Educating Parents and students 2

 B256867

G2.B2.S1 Find research and information to provide to parents regarding attendance. 4

 S271718

Strategy Rationale

Due to differences in culture, parents may not understand the impact of consistent attendance at school on the child.

Action Step 1 5

Find research and information to provide to parents regarding attendance

Person Responsible

Nathan DeRight

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Newsletters to families, Social Media

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

Ensure information sent to parents

Person Responsible

Nathan DeRight

Schedule

Quarterly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Newsletters and Social Media

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

Newsletters to go home to families

Person Responsible

Nathan DeRight

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Newsletters

G2.B2.S2 In class, teachers will stress the importance of hand washing and lice prevention. 4

 S271719

Strategy Rationale

Sickness and lice are often caused by students not understanding the importance of cleanliness.

Action Step 1 5

Post signs in public areas regarding hand-washing and lice prevention

Person Responsible

Nathan DeRight

Schedule

On 9/29/2017

Evidence of Completion

Signs

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

Signs regarding cleanliness posted

Person Responsible

Nathan DeRight

Schedule

On 9/29/2017

Evidence of Completion

Pictures of signs

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

Absence Numbers

Person Responsible

Nathan DeRight

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Student absences for lice and illness will be tracked

G2.B3 Cleanliness of classrooms/common areas **2**

 B256868

G2.B3.S1 Develop a cleaning schedule/checklist **4**

 S271720

Strategy Rationale

This will ensure that all areas of the school get the amount of cleaning needed.

Action Step 1 **5**

Create a checklist/schedule for custodians

Person Responsible

Nathan DeRight

Schedule

On 9/29/2017

Evidence of Completion

Completed checklist

Action Step 2 **5**

Provide the schedule to the custodians at the school

Person Responsible

Nathan DeRight

Schedule

On 10/13/2017

Evidence of Completion

Custodial meeting minutes

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

Custodial Meeting

Person Responsible

Nathan DeRight

Schedule

On 10/16/2017

Evidence of Completion

Meeting Minutes

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

Checklist completion

Person Responsible

Nathan DeRight

Schedule

Weekly, from 11/6/2017 to 5/31/2018

Evidence of Completion

Meeting minutes with Operations Leadership Team.

G2.B3.S2 The head custodian will walk the school weekly with administration to determine areas of improvement in cleanliness and safety. 4

 S271721

Strategy Rationale

Pinpointing areas of need will allow for timely feedback to custodians and improve cleanliness of the school.

Action Step 1 5

Weekly walkthroughs with head custodian and administration

Person Responsible

Nathan DeRight

Schedule

Weekly, from 11/6/2017 to 5/31/2018

Evidence of Completion

Completed checklists

Action Step 2 5

Provide feedback to custodians

Person Responsible

Nathan DeRight

Schedule

Weekly, from 11/6/2017 to 5/31/2018

Evidence of Completion

Feedback on checklists

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Operational Leadership Meetings

Person Responsible

Nathan DeRight

Schedule

Weekly, from 11/6/2017 to 5/31/2018

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Checklists with feedback

Person Responsible

Nathan DeRight

Schedule

Weekly, from 11/6/2017 to 5/31/2018






















Evidence of Completion

The checklists should have less feedback as the year progresses and custodians understand the areas that need focus.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|--------------------|-------------------------------|---|--------------------|
| 2018 | | | | | |
| G1.B1.S2.MA1  M389701 | Leadership team will monitor to ensure lesson plans are reviewed and discussed. | DeRight, Nathan | 8/3/2017 | Agendas and minutes from leadership meetings, written feedback to teachers | 8/3/2017 weekly |
| G1.B3.S1.A1  A364301 | Assign Leadership team to mentor a grade level | DeLuca, Hilary | 8/1/2017 | Grade Level Assignments | 8/4/2017 one-time |
| G2.B1.S1.A1  A364308 | Administration will designate one staff member to monitor attendance, send attendance letters,... | DeLuca, Hilary | 7/31/2017 | ELES Office Staff and Responsibilities Sheet, attendance documentation (parent notes, letters, meeting minutes) | 8/11/2017 one-time |
| G1.B1.S2.A1  A364282 | Provide instruction to teachers about requirements for and turning in lesson plans | DeRight, Nathan | 8/1/2017 | Pre-planning agenda, presentation copies | 8/11/2017 one-time |
| G1.B1.S4.A1  A364288 | Create a plan for instructing new teachers | Glasheen, Jennifer | 8/1/2017 | Boot Camp Agenda, presentation materials | 8/18/2017 one-time |
| G1.B1.S4.A2  A364289 | New Teacher Boot Camp | Glasheen, Jennifer | 8/24/2017 | Sign In Sheets, presentation materials | 8/25/2017 one-time |
| G1.B2.S2.A1  A364296 | Identify resources for iii | Blades, Kathy | 8/1/2017 | Agenda/minutes from leadership meeting | 8/31/2017 one-time |
| G2.B1.S2.A1  A364309 | Administration will develop an attendance task force. | DeLuca, Hilary | 8/1/2017 | Task force sign up (email) | 8/31/2017 one-time |
| G1.B1.S4.MA1  M389707 | Leadership Meeting | Glasheen, Jennifer | 8/3/2017 | Agenda and minutes showing discussion of New Teacher Boot Camp | 8/31/2017 one-time |
| G2.B1.S1.MA1  M389728 | Parent Attendance Meetings | DeLuca, Hilary | 9/1/2017 | Meeting minutes, Monthly Attendance Rating | 9/1/2017 monthly |
| G1.B3.S2.A1  A364303 | Identify roles for various members of PLCs. | Glasheen, Jennifer | 8/1/2017 | Leadership meeting agenda/minutes | 9/1/2017 one-time |
| G1.B2.S1.A1  A364293 | Identify needs for iii | Blades, Kathy | 8/1/2017 | Agenda/Meeting minutes from Leadership Meeting | 9/15/2017 one-time |
| G1.B2.S1.A2  A364294 | Create structure for iii | Blades, Kathy | 9/15/2017 | Agenda/Meeting minutes from leadership meeting | 9/29/2017 one-time |
| G2.B3.S1.A1  A364316 | Create a checklist/schedule for custodians | DeRight, Nathan | 9/1/2017 | Completed checklist | 9/29/2017 one-time |
| G1.B2.S2.A2  A364297 | Order Resources | Blades, Kathy | 8/1/2017 | Purchase Order/Receipts | 9/29/2017 one-time |
| G1.B2.S2.A3  A364298 | Train staff to utilize resources | Glasheen, Jennifer | 9/1/2017 | sign in sheets/presentation materials | 9/29/2017 one-time |
| G2.B2.S2.MA1  M389736 | Signs regarding cleanliness posted | DeRight, Nathan | 9/1/2017 | Pictures of signs | 9/29/2017 one-time |
| G2.B2.S2.A1  A364315 | Post signs in public areas regarding hand-washing and lice prevention | DeRight, Nathan | 9/1/2017 | Signs | 9/29/2017 one-time |
| G1.B1.S3.A1  A364285 | Create a walkthrough schedule | DeLuca, Hilary | 9/1/2017 | Schedule of Walkthroughs | 9/29/2017 one-time |
| G1.B2.S3.A1  A364299 | Create the schedule for MTSS meetings | Blades, Kathy | 9/1/2017 | Schedule | 9/29/2017 one-time |
| G1.B2.S3.A2  A364300 | Provide the schedule of MTSS meetings to teachers | Blades, Kathy | 9/1/2017 | Emails to staff | 9/29/2017 one-time |

Osceola - 0961 - East Lake Elementary School - 2017-18 SIP
East Lake Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---------------------|-------------------------------|--|-----------------------|
| G2.B3.S1.A2  A364317 | Provide the schedule to the custodians at the school | DeRight, Nathan | 10/2/2017 | Custodial meeting minutes | 10/13/2017 one-time |
| G1.B3.S3.A1  A364305 | Create a schedule for PLC facilitators to meet. | Glasheen, Jennifer | 9/18/2017 | Meeting schedule | 10/13/2017 one-time |
| G1.B3.S3.A2  A364306 | Identify needs of school PLCs | Glasheen, Jennifer | 9/15/2017 | Leadership meeting minutes | 10/13/2017 one-time |
| G2.B3.S1.MA1  M389738 | Custodial Meeting | DeRight, Nathan | 10/6/2017 | Meeting Minutes | 10/16/2017 one-time |
| G1.B3.S2.A2  A364304 | Identify and provide training opportunities for selected roles. | Glasheen, Jennifer | 9/1/2017 | PD Sign-in sheets, individual PD record, agendas. | 10/27/2017 one-time |
| G1.B1.S1.A1  A364279 | Categorize teachers needing ELA training or Math/Science Training | DeLuca, Hilary | 8/1/2017 | Agenda/Meeting minutes from Leadership Meeting | 10/31/2017 one-time |
| G1.B2.S1.A3  A364295 | Train staff on the structure of iii | Blades, Kathy | 10/2/2017 | sign-in sheets, agenda | 10/31/2017 one-time |
| G1.B1.S1.A2  A364280 | Math/Science Coach will provide training on differentiated instruction with the Math and Science... | MacMillan, Michelle | 8/1/2017 | Sign-in sheets, agenda, teacher lesson plan utilizing differentiated instruction | 12/31/2017 daily |
| G1.B1.S1.A3  A364281 | Literacy Coach will provide training on differentiated instruction with the ELA blocks | Archambeau, Gidget | 8/3/2017 | Sign-in sheets, agenda, teacher lesson plan utilizing differentiated instruction | 12/31/2017 weekly |
| G1.MA1  M389723 | Classroom Walk-throughs | DeLuca, Hilary | 8/1/2017 | Classroom walkthrough feedback about differentiation of instruction | 5/31/2018 weekly |
| G1.MA2  M389724 | I-Ready Reading Data | Archambeau, Gidget | 9/1/2017 | Growth reports will be used to monitor student gains and projected proficiency. | 5/31/2018 triannually |
| G1.MA3  M389725 | I-Ready Math | MacMillan, Michelle | 9/1/2017 | Growth reports will be used to monitor student gains and projected proficiency. | 5/31/2018 triannually |
| G1.MA4  M389726 | Science Grade-Level Assessments | MacMillan, Michelle | 9/1/2017 | Standards-reports through Grade-Cam will allow teachers to track progress on individual standards. | 5/31/2018 quarterly |
| G2.MA1  M389741 | Student Attendance | DeRight, Nathan | 9/1/2017 | Average Daily Attendance, EWS, Perfect Attendance | 5/31/2018 monthly |
| G1.B1.S1.MA1  M389696 | Leadership Meetings | DeLuca, Hilary | 9/1/2017 | Leadership meetings will focus on needs of students and the utilization of appropriate and effective differentiation strategies in classrooms. | 5/31/2018 weekly |
| G1.B1.S1.MA5  M389697 | Walkthroughs | DeLuca, Hilary | 9/1/2017 | Wlakthroughs will be done by the leadership team to monitor to the effectiveness of differentiation within the classrooms. | 5/31/2018 weekly |
| G1.B1.S1.MA1  M389698 | Monitor that all professional development identified in the SIP are provided | DeRight, Nathan | 8/3/2017 | Collect agendas, sign-in sheets, presentation materials | 5/31/2018 monthly |
| G1.B1.S1.MA3  M389699 | Maintain documentation of professional development offered to ELA teachers | Archambeau, Gidget | 9/1/2017 | Agendas, presentation materials, resources, coaches' log | 5/31/2018 monthly |
| G1.B1.S1.MA4  M389700 | Maintain documentation of professional development offered to Math/Science teachers | MacMillan, Michelle | 9/1/2017 | Agendas, presentation materials, resources, coaches' log | 5/31/2018 monthly |
| G1.B2.S1.MA1  M389711 | Walkthroughs during iii | DeLuca, Hilary | 9/1/2017 | The leadership team will conduct walkthroughs to monitor that strategies appropriate to the student are being implemented, as well as any areas of support needed. | 5/31/2018 weekly |
| G1.B2.S1.MA1  M389712 | PLC Meetings | DeLuca, Hilary | 9/1/2017 | During PLCs, teachers will group students according to needs in order to | 5/31/2018 weekly |







Osceola - 0961 - East Lake Elementary School - 2017-18 SIP
East Lake Elementary School

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|-------------------------|--|--------------------|-------------------------------|--|---------------------------|
| | | | | provide the appropriate interventions/ enrichment for each content area. | |
| G1.B3.S1.MA1 M389717 | PLC Self Assessment | Glasheen, Jennifer | 9/1/2017 | PLCs self-assess on the 7 stages rubric throughout the school year. This tool will be used to monitor the effectiveness of the support provided. | 5/31/2018 weekly |
| G1.B3.S1.MA1 M389718 | Leadership Meetings | DeLuca, Hilary | 9/1/2017 | Minutes showing discussions of needs of grade level PLC or information discussed during PLC. | 5/31/2018 weekly |
| G1.B3.S1.A2 A364302 | Leadership team member attends meetings/provides support | Glasheen, Jennifer | 9/1/2017 | PLC agenda and minutes | 5/31/2018 weekly |
| G2.B1.S1.MA1 M389727 | Attendance Rates | DeLuca, Hilary | 9/1/2017 | Comparison of specific student attendance rates from last year to the current year. Attendance plans for specific students. | 5/31/2018 monthly |
| G2.B2.S1.MA1 M389733 | Newsletters to go home to families | DeRight, Nathan | 9/1/2017 | Newsletters | 5/31/2018 monthly |
| G2.B2.S1.MA1 M389734 | Ensure information sent to parents | DeRight, Nathan | 9/1/2017 | Newsletters and Social Media | 5/31/2018 quarterly |
| G2.B2.S1.A1 A364314 | Find research and information to provide to parents regarding attendance | DeRight, Nathan | 9/1/2017 | Newsletters to families, Social Media | 5/31/2018 monthly |
| G2.B3.S1.MA1 M389737 | Checklist completion | DeRight, Nathan | 11/6/2017 | Meeting minutes with Operations Leadership Team. | 5/31/2018 weekly |
| G1.B1.S2.MA1 M389702 | Lesson plans reviewed | DeRight, Nathan | 9/1/2017 | Agendas and minutes of leadership team meetings in which lesson plans are reviewed and discussed | 5/31/2018 weekly |
| G1.B1.S2.MA3 M389703 | Feedback for plans provided | DeRight, Nathan | 9/1/2017 | Written feedback to teachers collected | 5/31/2018 weekly |
| G1.B1.S2.A2 A364283 | Review Lesson Plans | DeRight, Nathan | 9/1/2017 | Leadership Meeting Agenda and Minutes | 5/31/2018 weekly |
| G1.B1.S2.A3 A364284 | Provide written feedback to teachers of reviewed plans | DeRight, Nathan | 9/1/2017 | Sign in sheets, agenda, teacher lesson plans, emails with feedback | 5/31/2018 weekly |
| G1.B2.S2.MA1 M389713 | Walkthroughs during iii | DeLuca, Hilary | 9/1/2017 | Walkthroughs will allow the leadership team to analyze the usage of purchased materials and to see continued areas of need. | 5/31/2018 weekly |
| G1.B2.S2.MA1 M389714 | Walkthroughs during iii | DeLuca, Hilary | 9/1/2017 | Teachers will utilize purchased resources appropriately | 5/31/2018 weekly |
| G1.B3.S2.MA1 M389719 | PLC Self Assessment | Glasheen, Jennifer | 9/1/2017 | Each PLC assesses themselves through the Seven Stages of PLC rubric. This will be used to determine areas of strength and additional support. | 5/31/2018 semiannually |
| G1.B3.S2.MA1 M389720 | Leadership members will attend and support PLC meetings | Glasheen, Jennifer | 9/1/2017 | Leadership meeting minutes discussing PLCs, specifically group interaction and additional support needed. | 5/31/2018 weekly |
| G2.B1.S2.MA1 M389729 | Attendance Rates at Task Force Meetings | DeLuca, Hilary | 9/1/2017 | Attendance rates of students (will be used to adjust strategies used). | 5/31/2018 monthly |
| G2.B1.S2.MA1 M389730 | Task Force Meetings | DeLuca, Hilary | 10/2/2017 | Meeting minutes | 5/31/2018 monthly |
| G2.B1.S2.A2 A364310 | The task force will review and revise attendance incentives to promote attendance. | DeLuca, Hilary | 9/1/2017 | Attendance Task Force minutes | 5/31/2018 monthly |

Osceola - 0961 - East Lake Elementary School - 2017-18 SIP
East Lake Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|---|--------------------|-------------------------------|---|------------------------|
| G2.B1.S2.A3 A364311 | The task force will review and revise plans for specific low-attending students to promote... | DeLuca, Hilary | 9/1/2017 | Attendance Task Force Minutes | 5/31/2018 monthly |
| G2.B2.S2.MA1 M389735 | Absence Numbers | DeRight, Nathan | 9/1/2017 | Student absences for lice and illness will be tracked | 5/31/2018 monthly |
| G2.B3.S2.MA1 M389739 | Checklists with feedback | DeRight, Nathan | 11/6/2017 | The checklists should have less feedback as the year progresses and custodians understand the areas that need focus. | 5/31/2018 weekly |
| G2.B3.S2.MA1 M389740 | Operational Leadership Meetings | DeRight, Nathan | 11/6/2017 | Meeting minutes | 5/31/2018 weekly |
| G2.B3.S2.A1 A364318 | Weekly walkthroughs with head custodian and administration | DeRight, Nathan | 11/6/2017 | Completed checklists | 5/31/2018 weekly |
| G2.B3.S2.A2 A364319 | Provide feedback to custodians | DeRight, Nathan | 11/6/2017 | Feedback on checklists | 5/31/2018 weekly |
| G1.B1.S3.MA1 M389704 | Leadership meetings | DeLuca, Hilary | 9/1/2017 | Overall trends from walkthrough data, including an increased observation of appropriate differentiation strategies | 5/31/2018 weekly |
| G1.B1.S3.MA1 M389705 | Leadership Meetings | DeLuca, Hilary | 9/1/2017 | Minutes to include discussions of general walkthrough trends and identification of school needs for PD or support. | 5/31/2018 weekly |
| G1.B1.S3.A2 A364286 | Walkthrough Classrooms in small teams | DeLuca, Hilary | 9/1/2017 | Walkthrough schedule/notes/leadership team meeting minutes | 5/31/2018 weekly |
| G1.B1.S3.A3 A364287 | Provide written feedback to teachers | DeLuca, Hilary | 9/1/2017 | Walkthrough feedback | 5/31/2018 weekly |
| G1.B2.S3.MA1 M389715 | MTSS Data | DeLuca, Hilary | 9/1/2017 | Data collected from MTSS meetings analyzed by the leadership team. | 5/31/2018 weekly |
| G1.B2.S3.MA1 M389716 | Leadership Meeting | Blades, Kathy | 9/1/2017 | Minutes from leadership meetings that discuss specific student needs arising from MTSS meetings with the coach. | 5/31/2018 weekly |
| G1.B3.S3.MA1 M389721 | PLC Self Assessment | Glasheen, Jennifer | 9/1/2017 | The Seven Stages of PLC rubric will be used to monitor progress of each grade-level PLC. | 5/31/2018 semiannually |
| G1.B3.S3.MA1 M389722 | PLC Meetings | Glasheen, Jennifer | 10/2/2017 | Feedback provided to PLC Facilitators | 5/31/2018 weekly |
| G1.B3.S3.A3 A364307 | PLC Facilitators will collaborate about strategies for moving PLCs forward. | Glasheen, Jennifer | 10/2/2017 | PLC Meeting Agenda/Minutes | 5/31/2018 monthly |
| G2.B1.S3.MA1 M389731 | Attendance Rates | DeLuca, Hilary | 9/1/2017 | Attendance rates of students in FOCUS. | 5/31/2018 monthly |
| G2.B1.S3.MA1 M389732 | Attendance Rates of Truant Students | DeLuca, Hilary | 9/1/2017 | Average Daily Attendance Rate in FOCUS | 5/31/2018 monthly |
| G2.B1.S3.A1 A364312 | Determine students with high rates of absence | DeLuca, Hilary | 9/1/2017 | Attendance Reports from FOCUS | 5/31/2018 weekly |
| G2.B1.S3.A2 A364313 | Schedule and hold meetings for parents of students with high levels of absence. | DeLuca, Hilary | 9/1/2017 | Parent invitations to meetings, meeting minutes | 5/31/2018 weekly |
| G1.B1.S4.MA1 M389706 | Walkthroughs | DeLuca, Hilary | 9/1/2017 | Walkthroughs with feedback will be done in order to ensure that the strategies learned at Boot Camp are implemented into the classroom or to identify areas of additional support needed. | 5/31/2018 weekly |

Osceola - 0961 - East Lake Elementary School - 2017-18 SIP
East Lake Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---------------------|-------------------------------|---|--------------------|
| G1.B1.S5.MA1  M389708 | Walkthroughs | DeLuca, Hilary | 9/1/2017 | Walkthroughs with feedback | 5/31/2018 weekly |
| G1.B1.S5.MA1  M389709 | Coaches Meeting | DeLuca, Hilary | 9/1/2017 | Minutes outlining teachers identified as needing support through coaching cycles and discussion of results. | 5/31/2018 biweekly |
| G1.B1.S5.MA2  M389710 | Walkthroughs | DeLuca, Hilary | 9/1/2017 | Feedback to teachers participating in coaching cycles that support the topic of the learning cycle | 5/31/2018 weekly |
| G1.B1.S5.A1  A364290 | Identify teachers in need of individual coaching cycles | DeLuca, Hilary | 9/1/2017 | Minutes from Coaching meetings | 5/31/2018 monthly |
| G1.B1.S5.A2  A364291 | Conduct Coaching Cycles for ELA | Archambeau, Gidget | 9/1/2017 | Coaching Log | 5/31/2018 monthly |
| G1.B1.S5.A3  A364292 | Conduct Coaching Cycles for Math/ Science | MacMillan, Michelle | 9/1/2017 | Coaching Log | 5/31/2018 monthly |

V. Professional Development Opportunities

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

G1. If East Lake Elementary increases rigorous, standards-based instruction with authentic student engagement for all grade levels in reading, mathematics, and science through planning, collaboration, and professional development, then student achievement for ALL students will increase.

G1.B1 Planning for Instruction

G1.B1.S1 Teacher training for differentiated instruction.

PD Opportunity 1

Math/Science Coach will provide training on differentiated instruction with the Math and Science blocks

Facilitator

Math/Science Coach

Participants

KG-5 Teachers

Schedule

Daily, from 8/1/2017 to 12/31/2017

PD Opportunity 2

Literacy Coach will provide training on differentiated instruction with the ELA blocks

Facilitator

Literacy Coach

Participants

KG-5 Teachers

Schedule

Weekly, from 8/3/2017 to 12/31/2017

G1.B1.S2 Provide deliberate and purposeful feedback for lesson plans.

PD Opportunity 1

Provide instruction to teachers about requirements for and turning in lesson plans

Facilitator

Assistant Principal

Participants

All Teachers

Schedule

On 8/11/2017

G1.B1.S4 New Teacher Boot-camp.

PD Opportunity 1

New Teacher Boot Camp

Facilitator

Instructional Coaches

Participants

New Teachers

Schedule

On 8/25/2017

G1.B2 MTSS fidelity

G1.B2.S1 Provide a structure for iii

PD Opportunity 1

Train staff on the structure of iii

Facilitator

MTSS Coach

Participants

Teachers and paraprofessionals

Schedule

On 10/31/2017

G1.B2.S2 Purchase materials for use in Tier 2 and 3 interventions

PD Opportunity 1

Train staff to utilize resources

Facilitator

LRS/MTSS

Participants

KG-5 Teachers

Schedule

On 9/29/2017

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 | Categorize teachers needing ELA training or Math/Science Training | | | | \$0.00 |
| 2 | G1.B1.S1.A2 | Math/Science Coach will provide training on differentiated instruction with the Math and Science blocks | | | | \$3,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 140-Substitute Teachers | 0961 - East Lake Elementary School | General Fund | | \$3,000.00 |
| | | | Notes: Notes | | | |
| 3 | G1.B1.S1.A3 | Literacy Coach will provide training on differentiated instruction with the ELA blocks | | | | \$3,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 140-Substitute Teachers | 0961 - East Lake Elementary School | General Fund | | \$3,000.00 |
| | | | Notes: Notes | | | |
| 4 | G1.B1.S2.A1 | Provide instruction to teachers about requirements for and turning in lesson plans | | | | \$0.00 |
| 5 | G1.B1.S2.A2 | Review Lesson Plans | | | | \$0.00 |
| 6 | G1.B1.S2.A3 | Provide written feedback to teachers of reviewed plans | | | | \$0.00 |
| 7 | G1.B1.S3.A1 | Create a walkthrough schedule | | | | \$0.00 |
| 8 | G1.B1.S3.A2 | Walkthrough Classrooms in small teams | | | | \$0.00 |
| 9 | G1.B1.S3.A3 | Provide written feedback to teachers | | | | \$0.00 |
| 10 | G1.B1.S4.A1 | Create a plan for instructing new teachers | | | | \$0.00 |
| 11 | G1.B1.S4.A2 | New Teacher Boot Camp | | | | \$2,600.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 140-Substitute Teachers | 0961 - East Lake Elementary School | General Fund | | \$2,600.00 |
| | | | Notes: Notes | | | |
| 12 | G1.B1.S5.A1 | Identify teachers in need of individual coaching cycles | | | | \$0.00 |
| 13 | G1.B1.S5.A2 | Conduct Coaching Cycles for ELA | | | | \$0.00 |
| 14 | G1.B1.S5.A3 | Conduct Coaching Cycles for Math/Science | | | | \$0.00 |
| 15 | G1.B2.S1.A1 | Identify needs for iii | | | | \$0.00 |
| 16 | G1.B2.S1.A2 | Create structure for iii | | | | \$0.00 |

Osceola - 0961 - East Lake Elementary School - 2017-18 SIP
East Lake Elementary School

| | | | | | | |
|----|-------------|---|------------------------------------|----------------|---------------|--------------------|
| 17 | G1.B2.S1.A3 | Train staff on the structure of iii | | | | \$0.00 |
| 18 | G1.B2.S2.A1 | Identify resources for iii | | | | \$0.00 |
| 19 | G1.B2.S2.A2 | Order Resources | | | | \$5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 510-Supplies | 0961 - East Lake Elementary School | General Fund | | \$5,000.00 |
| | | | <i>Notes: Notes</i> | | | |
| 20 | G1.B2.S2.A3 | Train staff to utilize resources | | | | \$0.00 |
| 21 | G1.B2.S3.A1 | Create the schedule for MTSS meetings | | | | \$0.00 |
| 22 | G1.B2.S3.A2 | Provide the schedule of MTSS meetings to teachers | | | | \$0.00 |
| 23 | G1.B3.S1.A1 | Assign Leadership team to mentor a grade level | | | | \$0.00 |
| 24 | G1.B3.S1.A2 | Leadership team member attends meetings/provides support | | | | \$0.00 |
| 25 | G1.B3.S2.A1 | Identify roles for various members of PLCs. | | | | \$0.00 |
| 26 | G1.B3.S2.A2 | Identify and provide training opportunities for selected roles. | | | | \$0.00 |
| 27 | G1.B3.S3.A1 | Create a schedule for PLC facilitators to meet. | | | | \$0.00 |
| 28 | G1.B3.S3.A2 | Identify needs of school PLCs | | | | \$0.00 |
| 29 | G1.B3.S3.A3 | PLC Facilitators will collaborate about strategies for moving PLCs forward. | | | | \$0.00 |
| 30 | G2.B1.S1.A1 | Administration will designate one staff member to monitor attendance, send attendance letters, schedule attendance meetings, and complete attendance paperwork. | | | | \$0.00 |
| 31 | G2.B1.S2.A1 | Administration will develop an attendance task force. | | | | \$0.00 |
| 32 | G2.B1.S2.A2 | The task force will review and revise attendance incentives to promote attendance. | | | | \$0.00 |
| 33 | G2.B1.S2.A3 | The task force will review and revise plans for specific low-attending students to promote attendance at school. | | | | \$0.00 |
| 34 | G2.B1.S3.A1 | Determine students with high rates of absence | | | | \$0.00 |
| 35 | G2.B1.S3.A2 | Schedule and hold meetings for parents of students with high levels of absence. | | | | \$0.00 |
| 36 | G2.B2.S1.A1 | Find research and information to provide to parents regarding attendance | | | | \$0.00 |
| 37 | G2.B2.S2.A1 | Post signs in public areas regarding hand-washing and lice prevention | | | | \$0.00 |
| 38 | G2.B3.S1.A1 | Create a checklist/schedule for custodians | | | | \$0.00 |
| 39 | G2.B3.S1.A2 | Provide the schedule to the custodians at the school | | | | \$0.00 |
| 40 | G2.B3.S2.A1 | Weekly walkthroughs with head custodian and administration | | | | \$0.00 |
| 41 | G2.B3.S2.A2 | Provide feedback to custodians | | | | \$0.00 |
| | | | | | Total: | \$13,600.00 |